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ABSTRACT

Information on educational equity in California is presented in this supplementary report. Issues in the state, resources, proposals, and areas for action are addressed. Areas of analysis include: income for men and women by race and years of education; the numbers of Black and Hispanic students that graduate from high school, enroll in college, and graduate from state universities compared to the number for all ethnic groups; and enrollment in community colleges, completion of occupational programs, and transfer to four-year institutions by ethnic group. For 18 state programs that were designed to overcome disadvantages of low income and minority status groups, information is provided on the implementing agent, year started, target group, objectives, services, number of students served annually, and 1983-1984 funding. Features of effective programs at public school and college levels are identified, and suggestions from seven state acts concerning educational opportunity are presented. Also covered are objectives and implementation steps to promote educational equity for secondary schools, community colleges, and four-year colleges. Thirteen display tables are included in the report. The text of Resolution Chapter 68 of California Assembly Concurrent Resolution No. 83 is appended. (SW)

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Background for Expanding Educational Equity

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A Technical Supplement to the Report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83,
Expanding Educational Equity in California's Schools and Colleges

HE 019 352

Background for Expanding Educational Equity

A Technical Supplement to the Report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83, *Expanding Educational Equity in California's Schools and Colleges*

Published by the California Postsecondary Education Commission

MARCH 1986

The California Postsecondary Education Commission has published this technical supplement to the report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83 as Commission Report 86-5.

The Commission published the Task Force report, *Expanding Educational Equity in California's Schools and Colleges*, as Report 86-4.

Copies of both documents may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814; telephone (916) 445-7933.

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Foreword

IN 1984, the California Legislature passed Assembly Concurrent Resolution 83 (reproduced on pages 49-50 below), which called on the governing boards of the three segments of public higher education in California, the Association of Independent California Colleges and Universities, the State Board of Education, and the Superintendent of Public Instruction to adopt a plan and recommend actions to strengthen the college preparation and increase the college achievement of low-income and underrepresented ethnic minority students.

That resolution was an outgrowth of California's experience over the past decade in seeking to implement Assembly Concurrent Resolution 151 of 1974 (Hughes), which requested the three public segments of higher education to "prepare a plan that will provide for addressing and overcoming, by 1980, ethnic, sexual, and economic underrepresentation in the make-up of the student bodies of institutions of public higher education" and to report progress on their plans to the California Postsecondary Education Commission each year through 1980.

Responding to the 1974 resolution, the Commission issued four reports on equal educational opportunity in California postsecondary education -- in 1976, 1977, 1980, and 1982. In the fourth of those reports, the Commission noted that the goals of overcoming underrepresentation of women in undergraduate education has been achieved, although, at the graduate level, women continued to be underrepresented at the University of California and minority women continued to be substantially underrepresented at both levels in all institutions. Regarding minority students in general, the Commission stated (1982, p. 6):

> Although equal educational opportunity efforts of the past decade have increased the numbers of minority students enrolling in postsecondary education, the numbers *graduating* from college or *completing* their educational programs has not substantially increased. For them, equality of educational opportunity remains a goal; but it is not yet a reality.

In response to Assembly Concurrent Resolution 83 of 1984, the Commission has published *Expanding Educational Equity in California's Schools and Colleges*, the report of the intersegmental policy task force called for by that resolution. This present document contains much of the statistical and case-study information used by that task force in drafting its recommendations. This material was assembled by the study director and coordinator of the task force's work, C. Douglas Barker, and a group of educators representing California's several segments of education. Members of this group appointed by their respective segments and agencies were:

- Edward Apodaca, Director of Admissions and Outreach Services, Office of the President, University of California
- Ronald Dyste, Administrator for Specially Funded Programs, Chancellor's Office, California Community Colleges
- Anthony Garcia, Dean of Admissions, Chapman College, Orange, California
- Paul B. Gussman, Consultant, Office of Special Projects, California State Department of Education
- Charles Lindahl, State University Dean for Educational Support Services, Office of the Chancellor, The California State University
- Alan T. Nishio, Assistant Vice President, Student Services, California State University, Long Beach
- Linda Barton White, Postsecondary Education Specialist, California Postsecondary Education Commission

Other members who were invited to participate included:

- Rodolfo Arevalo, Associate Vice President, Academic Affairs, California State University, Los Angeles
- Eugene F. Brucker, Special Assistant to the Superintendent, San Diego City Unified School District
- Joan Coleman, Research and Planning Analyst, Office of the Vice Chancellor, Student Affairs, University of California, Irvine
- Deborah Daniels, Director, Cal-SOAP, Solano Community College
- Marlin Foxworth, Associate Superintendent, Oakland Unified School District
- Yolanda Garza, Director, Educational Opportunity Program, University of California, Santa Barbara
- Ernest Gregoire, Associate Dean, Mount San Antonio College
- Thomas L. Lakins, Vice President for Academic Affairs, Los Angeles Trade-Technical College
- Alicia Mendeke, Supplementary Education, Eastside Union High School District
- Louis Schell, Director, ACCESS/Cooperative College Preparation Program, Lawrence Hall of Science, University of California, Berkeley
- Shirley Thornton, Assistant Superintendent, San Francisco Unified School District

My colleagues and I on the policy task force are indebted to them for this document.

Patrick M. Callan, *Director*, California Postsecondary Education Commission, and *Chair*, Intersegmental Policy Task Force on Assembly Concurrent Resolution 83

ONE The Issues

THROUGHOUT its history, California has sought to provide excellent education to all its young people, regardless of their financial condition or previous opportunities. Over the rest of this decade, it must redouble its efforts in this direction, not only for the sake of its young people but for the sake of its own economic and social well-being.

California's economy is changing dramatically

The economic transformation of California is well known: a trend from capital-intensive to knowledge-intensive industry, from blue-collar to white-collar employment, from the production of goods to the delivery of services, from reliance on muscle to dependence on mentality, from the dominance of the Fortune 500 to the heterogeneity of smaller, more specialized and innovative firms.

In the past, California's economy relied primarily on agriculture, heavy industry, and mass production; but its future increasingly lies in technologically oriented service.

Today, of the 40 most rapidly expanding jobs in terms of percentage growth, all but five are in service industries and technology rather than in traditional manufacturing and construction.

California's professional, technical, and managerial jobs have been growing in proportion to other employment. As a result, of the 1.7 million new jobs estimated to have been created in California in the past five years, 60 percent have involved at least some skills learned in postsecondary education.

In the future, more and more jobs will require postsecondary skills. As just one illustration, over the next decade California will once again need thousands of new teachers -- as many as 91,000, according to the State Department of Education.

Nonetheless, California's once self-assured economic prosperity is subject to increased educational and economic competition both from other states and other nations. Two years ago, California's loss to Texas of the pioneering Microelectronics and Computer Technology Corporation highlighted this danger. Its loss stemmed in part from the Corporation's uncertainty about the future of California education. More recently, Walter Gerken, chairman of the California Roundtable -- the association of chief executives of California's largest corporations -- warned that thousands of skilled jobs are unfilled in the State because of shortages of qualified personnel.

Thus the State's economic needs are clear: California cannot create enough low-skill jobs to employ the coming generation while at the same time retaining its national and international economic leadership in research, development, and innovation.

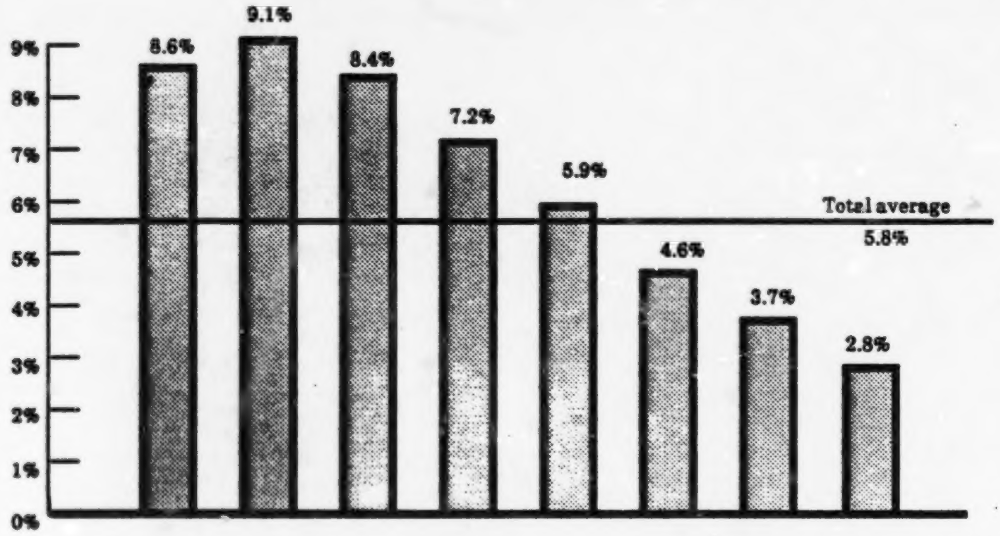
Many California youth are undereducated

If the trend of California's economy is well known, the undereducation of its youth is less obvious. Despite California's historic commitment to educational opportunity, not all Californians have had equal access to this opportunity or taken advantage of it. As a result, the future of educational attainment in California is not encouraging. Because of the increasing proportion of disadvantaged ethnic minority youth in California's population, if present trends continue, the State is likely to see a decline in the overall educational attainment of its younger generation -- and a corresponding drop in that generation's competence for skilled employment.

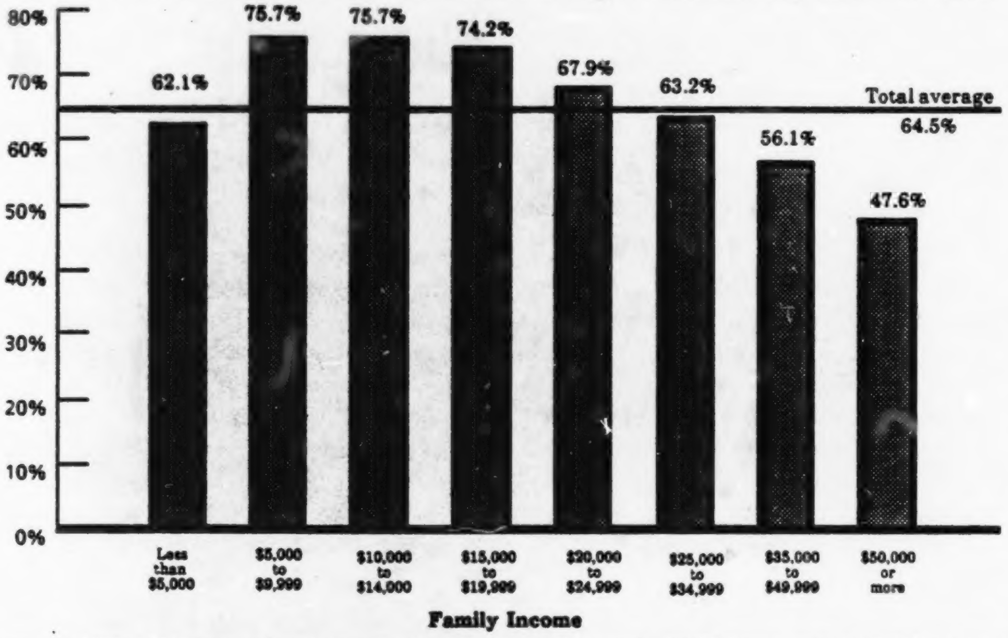
- Children from California's low-income families drop out of school at disproportionately high rates. As of 1980, three times as many high school-age youth in California from families earning under $10,000 a year were not attending school as were those from families earning $50,000 or more. Among college-age youth aged 18 to 24, only a fourth of those from families making between $5,000 and $20,000 annually were continuing their education, compared to over half of those from families earning $50,000 and over (Display 1).

DISPLAY 1 **The percentage of California youth NOT attending educational institutions tends to be low if family income is high**

Percent of 14- to 17-Year Olds NOT Enrolled



Percent of 18- to 24-Year Olds (Excluding Householders) NOT Enrolled



Source: California Postsecondary Education Commission staff analysis of 1980 Census data for California youth not enrolled in school or college during February or March, 1980, compared to their 1979 family income.

- California's ethnic minorities earn disproportionately low incomes. *Even with the same amount of education*, most ethnic minority breadwinners in California earn less than white breadwinners -- and are thus unable to offer their children the same economic advantages, including that of continued education (Display 2).
- While most low-income families in California are white, ethnic minorities constitute a disproportionate share of low-income and thus educationally disadvantaged fami-

DISPLAY 2 **Ethnic minority men in California tend to earn less than white men regardless of the same level of education, although this is not true of working women**

Level of Education	Ethnicity	Men (Median Income $13,423)			Women (Median income $6,320)		
		Less than $12,000	$12,000 to $14,999	$15,000 and Above	Less than $6,000	$6,000 to $7,999	$8,000 and Above
Four Years of High School							
	American Indian	56.8%	10.3%	22.9%	51.2%	13.2%	35.5%
	Asian	59.1	9.8	31.1	43.4	12.6	44.0
	Black	67.5	9.0	23.5	48.5	12.2	39.3
	Hispanic	57.2	11.2	31.6	47.8	13.7	38.5
	White	46.5	9.8	43.7	46.5	11.8	41.6
Some College Attendance							
	American Indian	45.0	13.2	41.8	44.3	11.9	43.8
	Asian	55.2	10.4	34.4	40.3	10.5	48.7
	Black	53.5	10.3	36.2	37.3	10.9	51.8
	Hispanic	48.1	11.2	40.7	42.8	12.2	45.0
	White	39.8	9.2	51.0	41.7	10.6	47.6
Four Years of College							
	American Indian	38.5	7.1	54.4	30.1	9.6	60.3
	Asian	38.2	10.8	51.0	25.5	8.9	65.6
	Black	38.3	9.8	51.9	25.3	9.2	65.5
	Hispanic	36.4	11.3	52.3	33.7	10.2	56.1
	White	25.8	7.7	66.5	33.9	9.3	56.8
Graduate Study							
	American Indian	34.6	8.7	56.7	25.4	7.5	67.2
	Asian	29.1	7.1	63.8	21.5	6.4	72.1
	Black	28.2	6.4	65.4	18.4	5.1	76.4
	Hispanic	34.4	8.7	56.9	29.1	8.1	62.8
	White	21.0	5.8	73.2	25.2	7.5	67.3

Note: Men's percentages are based on all men, while women's percentages are based on only those women who reported any income.

Source: California Postsecondary Education Commission staff analysis of 1980 Census data for California regarding 1979 income of persons 18 and over by years of school completed, race, Spanish origin, and sex.

lies. And California's minority population is increasing rapidly -- up from 15 percent of the State's residents in 1960 to 20 percent in 1970, 33 percent in 1980, a projected 39 percent in 1990, and 45 percent in 2000.

- Already in five California cities, the majority of residents are ethnic minorities -- 96 percent in East Los Angeles, 65 percent in Oakland, 59 percent in Oxnard, 56 percent in Santa Ana, and 52 percent in Los Angeles. Other California cities are approaching a majority of minorities (Display 3); and by the year 2010, the entire State's minority population is expected to be its majority.

DISPLAY 3 Minorities made up more than a third of the population of 13 major California cities in 1980 but of only eight of these cities in 1970

City	1970	1980
East Los Angeles	88%	96%
Oakland	47	65
Oxnard	39	57
Santa Ana	28	56
Los Angeles	37	52
San Francisco	37	48
Pasadena	27	45
Stockton	36	43
San Bernardino	34	43
Sacramento	27	38
Fresno	26	37
Berkeley	34	36
San Jose	21	36

Source: Adapted from Kasarda, 1984, pp. 28-29.

- California's school-age population is becoming more minority faster than the general population, because of both higher birth rates among some minorities and immigration into California of young minority families. From 25 percent in 1967, minority school-age youth increased to 40 percent by 1979 and are expected to represent 48 percent by 1990 and 52 percent by 2000.

- This increased ethnic diversity is bringing increased language diversity to California. Over the past 12 years, the number of limited-English proficient students in the State's public schools has climbed from 190,000 to an estimated 525,000. Almost three-fourths of these students speak Spanish as their first language; and because of the rapid increase in California's Spanish-speaking population, the numbers of these students are increasing at a particularly rapid rate.

Some ethnic minorities are less well off economically and educationally than others

The facts about the educational achievement of California's low-income and minority youth are spotty and incomplete at best, since California has never gathered data on the family income of its students; it does not keep statewide records on the progress of students through school and college; and its data on the ethnicity of college students suffers from a variety of problems. Nonetheless, several generalizations seem warranted from what scattered data exist:

- First, among California's ethnic minorities, most Asian residents are relatively well off educationally, if not economically. Indeed, for various reasons, they are often more successful in school than California's white students: A large proportion of them graduate from high school; more of them are eligible to attend the University of California or the California State University than other students; and a higher proportion of them earn bachelor's degrees from California's public universities. Thus, despite the economic and language problems of many individual Asian students, Asian students as a group are not underrepresented in California's colleges and universities.

- The same is not true, unfortunately, of California's American Indian, Black, and Hispanic minorities. Data on American Indian students is particularly spotty (for one reason, because some institutions in the past used the phrase "Native American" to refer to American Indian students in questionnaires about ethnicity, and some students thought that "Native American" meant "born in America"); but the educational attainment of American Indian students seems particularly weak, in that they drop out of the educational system earlier and more frequently than other students.

For example, the California Postsecondary Education Commission has calculated that for every thousand American Indian ninth graders in California's schools in 1979-80, only 559 of them graduated from high school four years later, compared to 661 of every thousand Hispanic ninth graders, 667 of every thousand Black ninth graders, and 781 of every thousand ninth graders, including Asian and white students.

Facts about the eligibility and enrollment of American Indian students in California's universities are so unreliable that the Postsecondary Education Commission hesitates to publish them. But the Commission has issued the following statistics on the underrepresentation of California's two other major ethnic minorities -- Black and Hispanic youth:

- Among every thousand Black ninth graders in 1979-80, only 67 of them were eligible for freshman admission to the University of California or the California State University on graduating from high school in 1982-83 -- compared to 101 of every thousand Hispanic ninth graders and 292 of every thousand ninth graders in general.
- As Display 4 on page 8 shows, however, only 253 of the thousand Hispanic ninth graders enrolled in one or another of California's public colleges or universities within a year of graduating from high school, compared to 332 of the Black students and 409 of all students. Of the Hispanic students, 198 enrolled at Community Colleges, compared to 262 of the Black students and 293 of all students. Thirty-six of them enrolled at the California State University, compared to 45 of the Black students and 64 of all students. Nineteen of them enrolled at the University of California, compared to 25 of the Black students and 52 of all students.
- Among the 55 Hispanic students who enrolled at the State University or the University of California, 28 were admitted under special admission, and their chances of graduating were far less than those of the 27 admitted under regular admission. Thus of all 55, only 17 are likely to receive their bachelor's degrees within five years -- eight of them from the University of California, and nine from the State University.

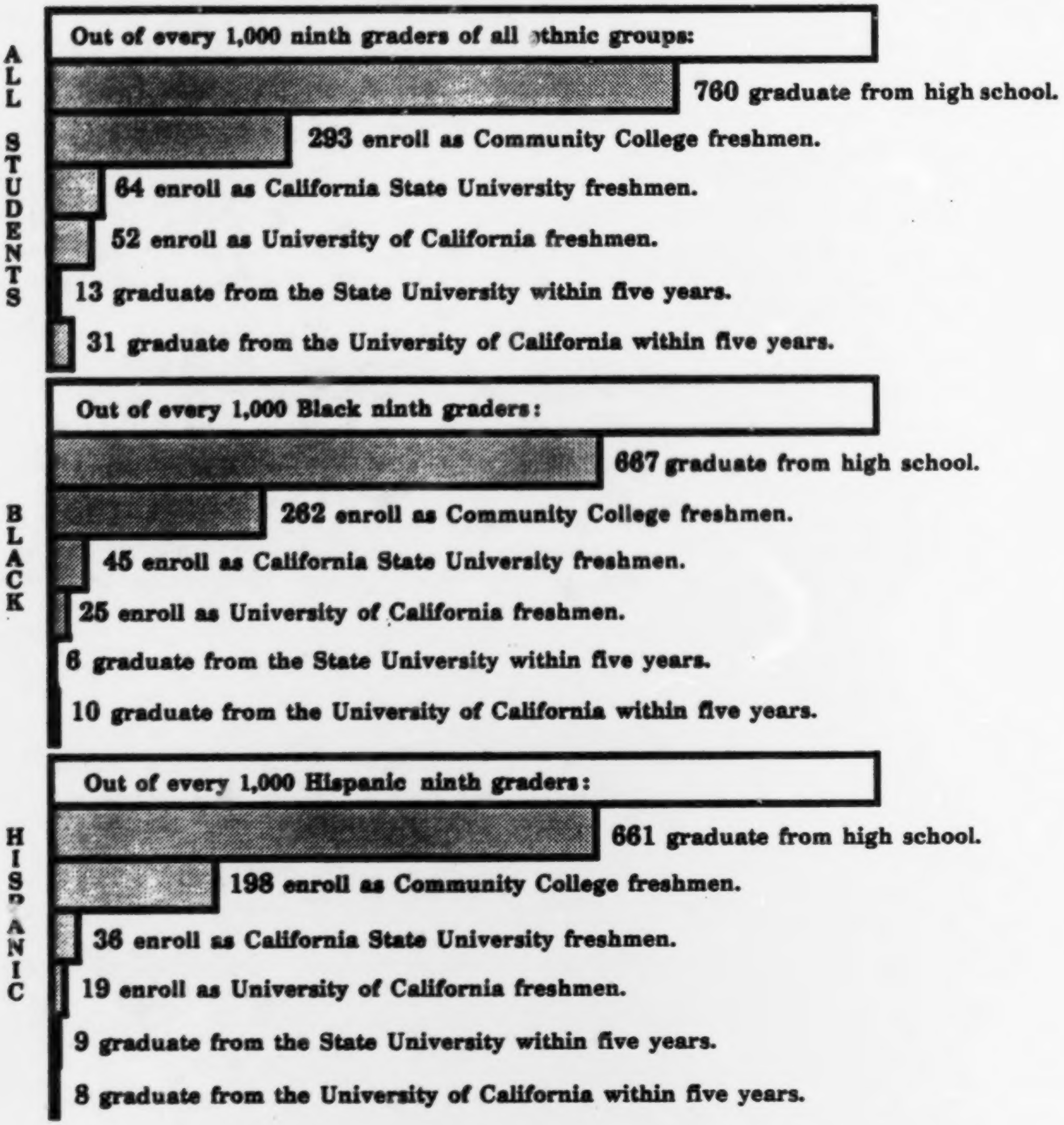
  Among the 70 Black students who enrolled, only 31 were admissible under regular admission, while 39 enrolled under special admission -- and only 16 of the 70 are likely to graduate within five years -- ten from the University, and six from the State University.

  Far more Asian and white students who enroll at the State University or the University are admitted under regular admission than under special admission -- and are thus more likely to graduate. As a result, out of all 116 students of every ethnic background who enroll, 44 are likely to graduate within five years -- 31 from the University, and 13 from the State University.
- Some Black and Hispanic students who enrolled in Community Colleges as freshmen in 1983 will eventually transfer to the University or State University and receive their bachelor's degrees in addition to these few students; but far fewer Black and Hispanic students transfer from the Community Colleges to four-year institutions than white students, in terms of their proportions among Community College students generally.

Thus even though comprehensive data on Community College transfer students is not available, the Postsecondary Education Commission has concluded that fewer than half as many Black and Hispanic youth graduate from college in California as do white students. This dropout rate for these minorities from the school and college "pipeline" has led one prominent Chicana to say that the pipeline is not just leaking -- "it's hemorrhaging" (Brown and Haycock, 1985, p. 8).

Other documents contain detailed analyses of these educational trends and ethnic differences -- among them, those of the Postsecondary Education Commission and the Achievement Council -- and this report does not need to repeat them. But to emphasize the magnitude of the problem facing California in assuring

DISPLAY 4 Fewer Black and Hispanic students graduate from high school, enroll in college, and graduate from the State's public universities than most students.



Source: California Postsecondary Education Commission staff analysis of California State Department of Education data on 1979-80 ninth graders and 1982-83 high school graduates, State University and University of California reports on retention and five-year graduation rates, and Commission data on postsecondary enrollments and degrees granted.

greater educational opportunity and attainment to its low-income and ethnic minority youth, the following paragraphs summarize the evidence about dropouts at each of the three levels of the educational pipeline of particular concern to the Legislature -- (1) high school graduation and eligibility for admission to the University or State University; (2) completion of Community College occupational and transfer programs; and (3) graduation from the University and State University.

Black and Hispanic students fail to complete high school and are ineligible for freshman admission to California's public universities in far greater numbers than white or Asian students

On the average, one in four of California's ninth graders does not complete high school or graduate with his or her class. This overall drop-out rate of nearly 25 percent represents a 100 percent increase since 1970, which is in itself bad enough; but the drop-out rate of some ethnic groups is far higher than average. As of 1983, it was 40 percent among American Indian students, at least 34 percent among Hispanic students, and 33 percent among Black students, compared to 22 percent among white students and an unknown but probably lower percentage among Asian students (Display 5).*

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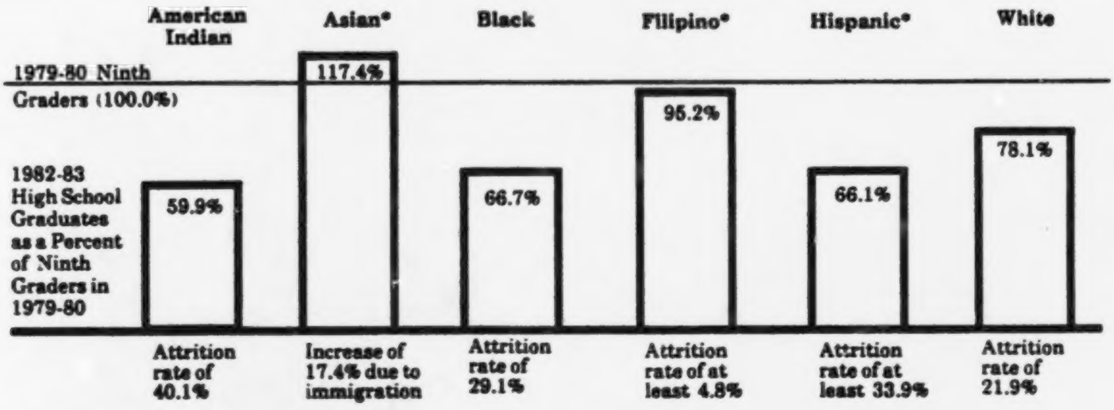
* Because facts about individual dropouts are not gathered on a statewide basis, these rates are based on comparing the number of ninth graders in each ethnic group with the number of high school graduates in these groups four years later. As Display 5 shows, because of high immigration rates recently among Asian students, the number of Asian high school graduates in 1982-83 outnumbered the number of Asian ninth graders four years earlier. For this same reason, the actual drop-out rate for Hispanic students may be considerably higher than 34 percent, since this rate is based on numbers that include 1983 Hispanic graduates who moved to California in the tenth, eleventh, or twelfth grade.

DISPLAY 5 The number of high school graduates in 1982-83 compared to ninth graders in 1979-80 differs considerably among ethnic groups and gives at least some indication of their attrition rates



* The percentage that these high school graduates are of ninth graders is probably enlarged because of immigration to California.

Source: California Postsecondary Education Commission Staff Analysis, based on the California Basic Educational Data System of the California State Department of Education and the Commission's 1983 High School Eligibility Study.

Even among ethnic minority and low-income students who graduate from high school, fewer of them take high school courses that prepare them for University attendance -- mathematics, English composition, science, and foreign language -- than do white or Asian students. A disproportionate number of them take other high school tracks than college preparatory or honors programs; and those who find later that they made the wrong choice cannot easily switch tracks.

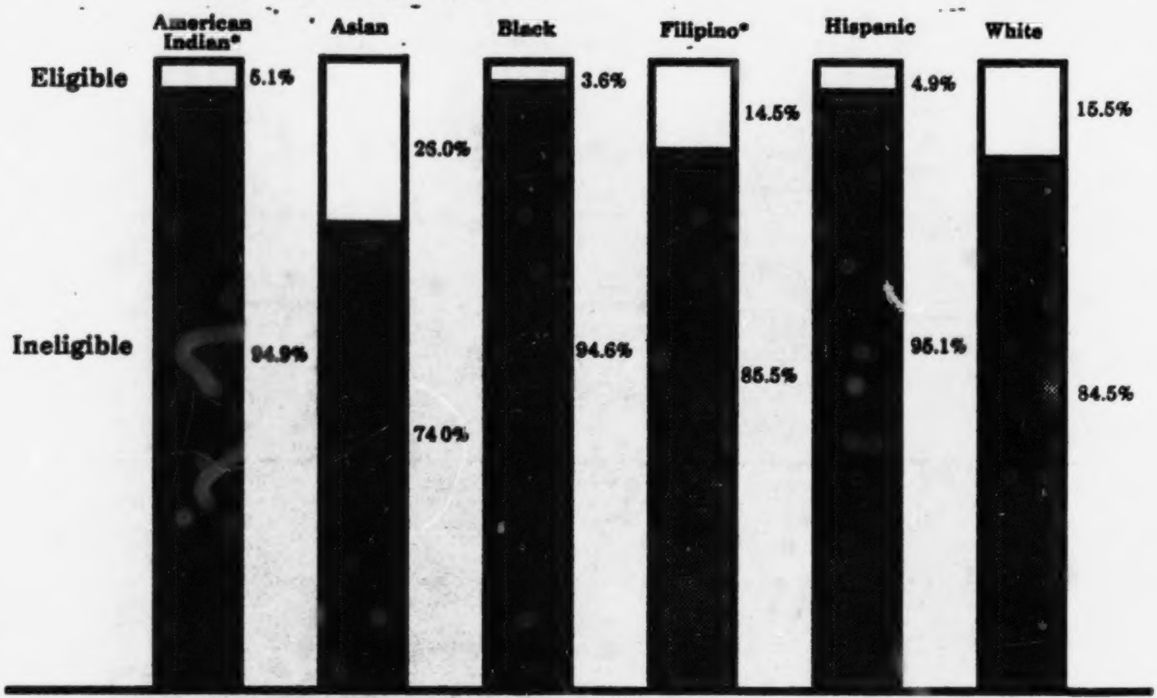
In addition, the physical and educational condition of schools in low-income and minority neighborhoods is less than average, according to the Achievement Council, which reports that "minority schools have fewer resources, are staffed by teachers with less education and experience, and are not maintained as well as other schools" (Brown and Haycock, 1985, p. 10). Rather than compensating for their students' earlier educational disadvantages, these schools tend to perpetuate and increase these disadvantages.

For these and other reasons, low-income and non-Asian minority students are typically less well prepared and less often eligible for freshman admission to the University of California and the California State University than other students.

University of California

Overall, an estimated 13.2 percent of California's public high school graduates in 1983 were eligible for regular admission to the University of California, but as Display 6 shows, the rates for ethnic groups ranged from 3.6 percent for Black graduates, 4.9 percent for Hispanic graduates, and 5.1 percent for American Indian graduates up to 15.5 percent for white graduates and 26.0 percent for Asian graduates. In other words, out of every 100 high school graduates, fewer than four Blacks, five Hispanics, and six American Indians were eligible, compared to at least 15 white and 26 Asian graduates.

DISPLAY 6 California's major ethnic groups differ in their eligibility for freshman admission to the University of California, according to a sample of 1982-83 high school graduates



* The number of American Indian and Filipino high school graduates in this sample is too small for statistically reliable estimates for the population of these graduates.

Source: California Postsecondary Education Commission staff analysis of data from the Commission's 1983 High School Eligibility Study.

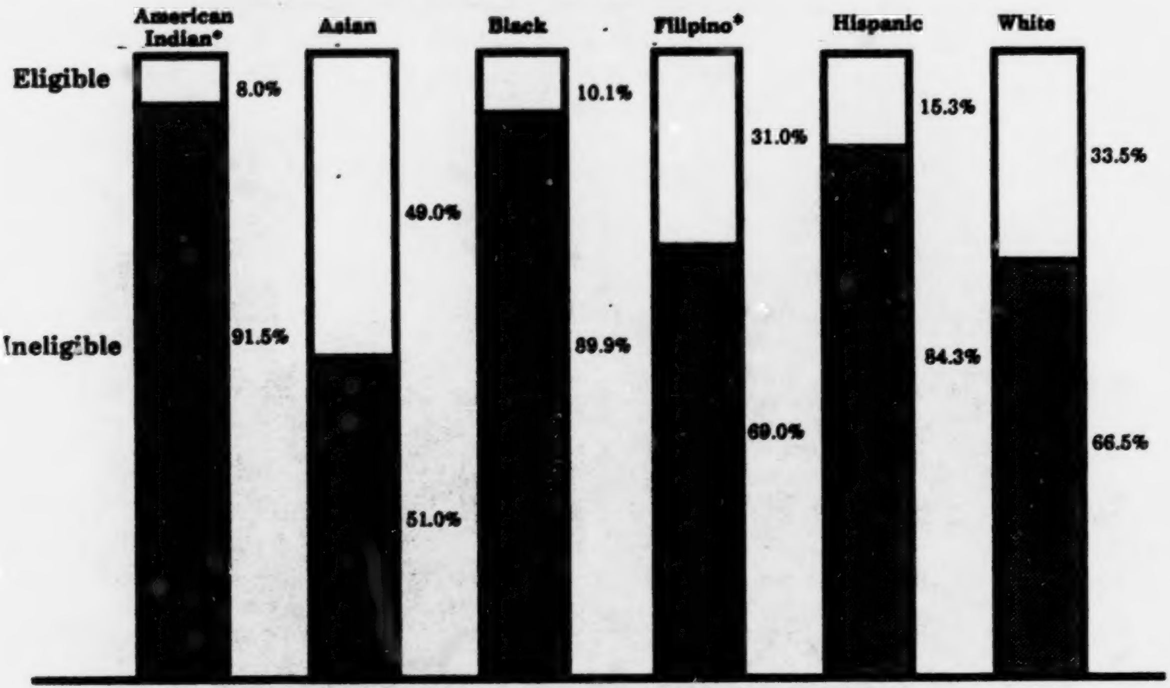
The actual admissibility of Black and Hispanic graduates to the University of California was considerably worse than even these figures imply, for one particular reason: The University requires that even if high school graduates are *eligible* for admission as a result of earning high enough grades in the proper courses in high school, they cannot be *admitted* unless they take the Scholastic Aptitude Test or the American College Test – despite the fact that they could score zero on the test and still be admitted. As a consequence of this policy, only 1.4 percent of California's Black high school graduates in 1983 were both eligible and admissible, as were only 2.1 percent of its Hispanic graduates. In both cases, considerably more than half of the eligible Black and Hispanic students did not take the required admissions test – compared to only slightly over half of the eligible white students and only a third of the Asian students.

The California State University

Overall, 29.2 percent of California's public high school graduates were eligible for freshman admission to the California State University, including the 13.2 percent eligible for regular admission to the University of California. But compared to 49.0 percent eligibility among Asian graduates and 33.5 percent among white graduates, only 10.1 percent of the Black graduates, 15.3 percent of the Hispanic graduates, and 8.0 percent of the American Indian graduates were eligible (Display 7).

More graduates might have been eligible for admission to the State University had they taken a standardized admissions test that the State University uses along with high school grades to compute the eligibility of graduates whose high school grade-point averages are between 2.0 and 3.2. But 50.2 percent of the Hispanic graduates did not take the test, and 46.3 percent of the American Indian graduates did not do so, in contrast to 42.0 percent of the

DISPLAY 7 **California's major ethnic groups also differ in their eligibility for freshman admission to the California State University, according to a sample of 1982-83 high school graduates**



* The number of American Indian and Filipino high school graduates in this sample is too small for statistically reliable estimates for the population of these graduates.

Source: California Postsecondary Education Commission staff analysis of data from the Commission's 1983 High School Eligibility Study.

white, 39.4 percent of the Black, and 26.5 percent of the Asian graduates.

Because of the current increase in the number of Hispanic youth among California's young people noted earlier, the State's overall eligibility rates are not likely to improve in the foreseeable future at either the University of California or the California State University -- unless major efforts are undertaken to improve these rates or the institutions adjust their admission standards in order to meet their prescribed eligibility rates of 12.5 percent and 33.3 percent, respectively.

At least two steps will be needed in this process:

- The first is simply to make sure that more low-income and underrepresented minority students graduate from high school. As Display 1 indicated, according to the U.S. Census, 5.8 percent of all 14- to 17-year olds in California were not enrolled in school in Spring 1980, but as Display 8 below shows, the percentage of these out-of-school youth varied greatly not only with family income but with ethnicity.

If the same income and ethnic differences exist in 1990 as existed in 1980, to meet the Legislature's goal of raising the eligibility rate of low-income and underrepresented ethnic minority students to the average of all students will require at a minimum encouraging thousands of low-income students to remain in school rather than dropping out before high school graduation.

In 1980, to bring the school attendance of low-income students up to the attendance rate of all students would have meant convincing 14,408 of them from families earning under $25,000 a year to stay in school. And according to the Census data in Display 8, these efforts would need to be targeted differently by ethnic group to bring school attendance of each group up to the average of all groups -- since even white students from families earning under $20,000 attend school at a less-than-average rate, as do Asian and Pacific Islander children from families earning less than $5,000, most American Indian students (except those from families earning $50,000 or more a year), and *all* Hispanic students, since Hispanic children

DISPLAY 8 **According to the 1980 Census, the percentage of 14- to 17-year olds NOT attending school in Spring 1980 varied greatly across ethnic and family-income categories**

Ethnic Group	Less than $5,000	$5,000 to $9,999	$10,000 to $14,999	$15,000 to $19,999	$20,000 to $24,999	$25,000 to $34,999	$35,000 to $49,999	$50,000 or more	All Income Levels
American Indian	9.3%	10.3%	9.1%	10.1%	8.5%	7.2%	10.6%	4.1%	8.9%
Asian and Pacific Islander	6.7	5.5	3.1	3.4	3.3	2.7	2.3	2.3	3.3
Black	4.1	4.9	5.0	3.9	3.7	3.8	3.6	1.6	4.2
Hispanic	13.5	13.6	12.2	11.1	10.1	8.1	8.0	6.4	10.6
White	8.9	8.6	8.2	6.8	5.3	4.2	3.3	2.6	5.1
Total	8.6%	9.1%	8.4%	7.2%	5.9%	4.6%	3.7%	2.8%	5.8%

Source: California Postsecondary Education Commission staff analysis of 1980 Census data for California regarding youth not enrolled in school or college during February or March 1980, compared to their 1979 family income.

are severely underrepresented in school attendance at every family-income level.

- The second step will be to increase the eligibility rates of high school graduates. No data exist on the eligibility rates of California young people by family-income level, but Displays 6 and 7 show what change would be needed in these rates for underrepresented ethnic minority groups, if the same differences among ethnic groups exist in 1990 as existed in 1982-83:

American Indian students would need to increase their eligibility rate by 7.1 percentage points to the University and by 21.1 percentage points to the State University. As of 1982-83, this would have meant that 137 more of the estimated 1,936 American Indian high school graduates that year would have had to take the right high school courses, earn high grades, or score high enough on admissions tests to be eligible for the University; and 408 more would have had to earn high grades or admission test scores to be eligible for State University admission.

Black high school graduates would have had to raise their eligibility rate by 9.6 percentage points to the University and by 19.1 percentage points to the State University -- meaning that 2,236 more of them would have been eligible for the University and 4,448 more would have been eligible for the State University.

Finally, Hispanic students would have had to raise their eligibility rate by 8.31 percentage points to the University and by 13.9 percentage points to the State University -- thereby increasing their numbers by 3,829 for the University and 6,405 for the State University.

Black and Hispanic youth enroll in Community Colleges, complete occupational programs, and transfer to four-year institutions at below-average rates

California's Community Colleges offer the State's major postsecondary educational opportunities for high school dropouts as well as high school graduates, since they welcome all students over 18 who have the ability to benefit from instruction, regardless of their prior schooling or the lack of a high school diploma. For this reason, California's low-income and disadvantaged ethnic minority youth are better represented in its Community Colleges than in other degree-granting institutions. But even here, Black and Hispanic students are underrepresented in enrollment, occupational program completion, and transfer.

Enrollment

Based on data from California's ninth-grade class of 1979-80, the California Postsecondary Education Commission has estimated that 29.3 percent of all ninth graders probably enrolled in Community Colleges within five years, whether or not they earned their high school diploma -- 3.1 percentage points more than the 26.2 percent of Black ninth graders, and 9.5 percentage points higher than the 19.8 percent of Hispanic youth who probably enrolled.

Program completion

Data on the ethnicity of associate degree recipients are not available from the Community Colleges, but among students in one-year or two-year occupational programs between 1980 and 1983, minority students were slightly underrepresented among those who completed the programs. Their completion rates were 19.4 percent for American Indian students, 20.0 percent for Asian and Hispanic students, and 16.3 percent for Black students, compared to an overall completion rate of 21.0 percent among all students.

Of all the Legislature's goals for increasing the representation of low-income and minority students in higher education over the next decade, the easiest will be to bring their representation among graduates of these occupational programs up to the average of all Community College students.

Display 9 shows how many students from the State's major ethnic groups were either (1) enrolled for credit in California's Community Colleges in Fall 1982, (2) were enrolled in their occupational programs during 1982-83, or (3) completed these programs that year. As can be seen, minority students were not as well represented among the completers of these programs as among Community College credit students or occupational program students in general.

To bring the percentage of minority students who complete an occupational program up to the average of all Community College enrollments would have meant assuring that between 400 and 500 more of the American Indian students who were enrolled in occupational programs that year completed their program and that about 200 more of the Asian and Filipino students, some 700 to 800 of the Black students, and between 2,500 and 3,000 Hispanic students did so.

Transfer to public universities

Community College transfer to the University of California and the California State University represents a particularly important opportunity for disadvantaged students. Because they are disproportionately ineligible for admission to either university as freshmen, Community Colleges offer them a second chance at a bachelor's degree. Nonetheless, they are not well represented among transfer students to either university:

- For example, as of Fall 1982 and 1983, 9.7 and 9.3 percent of all Community College students enrolled for credit were Black, but in those two years, Black students constituted only 3.8 and 4.2 percent of Community College transfers to the University of California and only 5.9 and 6.6 percent to the California State University.
- Those same years, 13.1 and 12.3 percent of all Community College credit students were Hispanic, but Hispanic students made up only 8.3 and 8.9 percent of Community College transfers to the University and only 9.1 and 9.7 percent of those to the State University.
- Similarly, 1.8 and 1.6 percent of the Community Colleges' credit students were American Indians, but American Indian students made up only 0.7 and 0.9 percent of

DISPLAY 9 Major ethnic groups differ only slightly in their representation among Community College students and graduates of occupational programs

	Ethnic Group					
Category	American Indian	Asian and Filipino	Black	Hispanic	White	Total
Fall 1982 Credit Enrollments at Community Colleges	20,269 1.8%	91,865 8.1%	110,161 9.7%	148,490 13.1%	764,238 67.3%	1,135,023 100.0%
Community College Students Enrolled in Occupational Programs in 1982-83	11,207 1.6%	57,156 8.2%	68,367 9.8%	80,374 11.5%	484,164 69.0%	701,268 100.0%
Community College Students Completing Occupational Programs in 1982-83	2,176 1.5%	11,687 8.0%	13,380 9.2%	16,333 11.2%	102,438 70.2%	146,014 100.0%

Note: Numbers include only those students whose ethnicity is known or who are not non-resident aliens.

Sources: Total enrollments: California Postsecondary Education Commission.
Occupational program data: California Community Colleges, 1983.

transfers to the University and only 1.4 and 0.9 percent to the State University.

- In contrast, Asian and Filipino students made up 8.1 and 9.1 percent of Community College credit enrollments those two years but 12.4 and 13.0 percent of transfers to the University and 9.9 and 10.8 percent to the State University. And white students constituted 67.3 and 67.6 percent of the Community Colleges' total enrollments but 74.8 and 75.0 percent of transfers to the University and 73.7 and 72.0 percent to the State University.

Display 10 shows these percentages as well as Fall 1984 transfer percentages. To bring the transfer rates of underrepresented minorities to the University of California up to their Community College enrollment rates would mean at least doubling the transfer rate of American Indian students, more than doubling that of Black students, and increasing by nearly half that of Hispanic students. Less drastic increases will be needed for overcoming underrepresentation at the State University -- approximately a third increase among all three groups.

Disadvantaged minorities are particularly underrepresented among university students and graduates

As a result of their low freshman eligibility and Community College transfer rates, American Indian, Black, and Hispanic high school graduates are particularly underrepresented as students at the University of California and the California State University. Display 11 on page 16 shows their percentage of total headcount enrollment at both universities and the Community Colleges from Fall 1976 through Fall 1984. As can be seen, Black and Hispanic students are consistently underrepresented at both universities, in comparison to their total and Community College representation, as are American Indian students for all but two years at the State University.

Of greater concern is the fact that at the University of California, one-third of the Black and Hispanic students who enrolled as freshmen in 1983 did not meet its regular admissions standards and were accepted under special admission. At the State University, two-thirds of the Black freshmen were also "special

DISPLAY 10 **Considerable disparity exists between the Community College enrollment rate of California's major ethnic groups and their transfer rates**

Students	Fall	Ethnic Group American Indian	 Asian and Filipino	 Black	 Hispanic	 White
Community College Credit Students	1982	1.8%	8.1%	9.7%	13.1%	67.3%
	1983	1.6	9.1	9.3	12.3	67.6
Transfers to the University of California	1982	0.7	12.4	3.8	8.3	74.8
	1983	0.9	13.0	4.2	8.9	73.0
	1984	0.9	13.7	3.3	9.6	72.5
Transfers to the California State University	1982	1.4	9.9	5.9	9.1	73.7
	1983	0.9	10.8	6.6	9.7	72.0
	1984	1.1	11.1	6.4	9.7	71.7

Source: California Postsecondary Education Commission.

DISPLAY 11 **American Indian, Black, and Hispanic students tend to make up a larger percentage of Community College students than of California State University or University of California students, while the reverse is true for Asian and white students**

Segment	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984
California Community Colleges									
Students (in thousands)	1,073	1,121	1,047	1,100	1,181	1,257	1,192	1,087	964
Percent White	75.1	72.0	72.9	72.1	71.8	70.0	68.0	67.6	66.9
Percent Black	9.0	10.4	9.8	9.6	9.2	9.2	9.7	9.3	8.2
Percent Hispanic	10.0	10.6	10.4	11.1	11.0	12.0	12.5	12.3	12.8
Percent Asian/Filipino	4.2	5.5	5.0	5.8	6.4	7.1	8.2	9.1	10.6
Percent American Indian	1.7	1.4	1.5	1.4	1.5	1.7	1.7	1.6	1.5
The California State University									
Undergraduates	233,862	239,896	238,260	240,884	246,845	251,554	251,137	253,721	256,839
Percent White	76.4	75.5	72.6	72.3	72.1	70.6	70.5	70.3	69.4
Percent Black	7.3	7.3	8.1	7.8	7.4	7.2	6.8	6.5	6.3
Percent Hispanic	7.9	8.2	9.0	9.3	9.5	9.4	9.5	9.7	9.8
Percent Asian	6.6	6.9	7.6	7.8	8.1	8.7	9.4	10.1	11.0
Percent Filipino	0.6	0.9	1.2	1.4	1.5	1.7	1.9	1.9	2.1
Percent American Indian	1.3	1.3	1.4	1.4	1.3	2.5	1.9	1.5	1.3
Graduate Students	69,872	72,488	67,915	65,917	66,997	68,012	64,677	60,179	59,166
Percent White	80.7	80.5	78.5	77.9	77.7	76.2	76.4	76.6	77.3
Percent Black	5.2	5.3	5.8	5.6	5.5	5.7	5.2	4.8	4.7
Percent Hispanic	5.7	6.0	6.7	7.4	7.8	7.6	7.8	7.6	7.3
Percent Asian	6.8	6.5	7.0	7.1	7.0	7.3	8.0	8.9	8.8
Percent Filipino	0.3	0.5	0.7	0.8	0.8	0.8	0.8	0.8	0.8
Percent American Indian	1.2	1.1	1.2	1.2	1.2	2.4	1.8	1.3	1.1
University of California									
Undergraduates	91,520	89,908	90,961	93,923	96,564	98,956	100,751	103,362	106,024
Percent White	79.6	78.5	78.0	77.1	76.2	75.2	74.0	72.5	69.6
Percent Black	4.1	4.1	4.0	3.9	3.9	3.9	3.9	4.1	4.2
Percent Hispanic	5.3	5.5	5.6	5.7	5.7	5.9	6.0	6.5	7.1
Percent Asian	9.6	10.4	10.9	11.5	12.3	12.8	13.5	14.3	15.8
Percent Filipino	0.8	0.9	1.1	1.2	1.5	1.7	2.0	2.3	2.6
Percent American Indian	0.5	0.6	0.6	0.5	0.5	0.5	0.5	0.5	0.5
Graduate Students	37,128	36,567	36,920	37,933	38,719	39,770	38,387	37,951	38,556
Percent White	82.7	82.6	82.7	82.1	80.7	81.2	79.7	79.2	78.4
Percent Black	4.4	4.3	4.0	3.9	3.9	3.7	3.8	3.8	3.7
Percent Hispanic	5.3	5.4	5.3	5.6	5.7	5.7	6.4	6.4	6.3
Percent Asian	6.6	6.8	7.0	7.4	8.6	8.2	9.0	9.5	10.3
Percent Filipino	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.6	0.5
Percent American Indian	0.6	0.5	0.5	0.5	0.5	0.6	0.6	0.9	0.7

Note: Percentages may not total 100 due to rounding.

Source: California Postsecondary Education Commission admits," as were over 45 percent of the Hispanic freshmen. At both institutions, specially admitted students are far less likely than regularly admitted students to complete their degree. For this and other reasons, only 40 percent of the University's Black students and 42 percent of its Hispanic students graduate within five years, compared to 60 percent of white students and 66 percent of Asian students. Similarly, only 14 percent of the State University's Black students and 16 percent of its Hispanic students graduate within five years, compared to 34 percent of both white and Asian students.

Perhaps the greatest challenge facing California's two public universities is to achieve the Legislature's goal regarding their graduation of low-income and minority students -- that "by 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities is at least equal to the income and ethnic composition of secondary school graduates in 1990."

As noted earlier, no information exists on the family income levels of California high school graduates, and so it is impossible to calculate what changes will be needed to bring the two universities' graduation rates of low-income students up to that of all students; but the data that exist on ethnic minority students shows the dimensions of the task:

- As of 1982-83, 9.0 percent of California's public high school graduates were Black. During 1983-84, however, Black graduates constituted only 2.6 percent of the University's bachelor's degree recipients who had attended California high schools and only 5.1 percent of similar State University graduates.
- During 1982-83, 17.9 percent of California's public high school graduates were Hispanic. In 1983-84, however, Hispanic graduates made up only 5.2 percent and 7.6 percent, respectively, of the University's and State University's baccalaureate recipients who had graduated from California high schools.
- If existing data on American Indian students are correct, 0.8 percent of California's public school graduates in 1982-83 were American Indians, compared to only 0.4 percent of the University's bachelor's degree recipients who had graduated from California high schools. Encouragingly, however, if these data are correct, a full 0.9 percent of the State University's undergraduate degree recipients that year were American Indian.

In other words, if these same percentages were to hold true in the future, the following increases will be needed within a decade among bachelor's degree recipients at the University and the State University:

The percentage of Black graduates would need to be increased 2.5 times at the University and three-fourths at the State University. The percentage of Hispanic graduates would have to be increased by 2.4 times at the University and 1.4 times at the State University. And the percentage of American Indian graduates should be doubled at the University.

Longitudinal data of a comparable nature for students who attended California high schools are not available over the past decade, but Display 12 on page 18 shows the number of degrees that the University of California and the California State University awarded at bachelor's, master's, first professional, and doctoral levels from 1975-76 through 1982-83 for *all* students whose ethnicity was known, regardless of where they graduated from high school. Although these figures thus include some foreign students and some graduates of high schools from other states, they are based largely on California high school graduates. As can be seen, Hispanic graduates increased in number over the years at both universities and at all levels, while American Indian graduates tended to retain their numbers. But the number of Black graduates declined over these years at both institutions and at all levels except for first professional degrees at the University.

All in all, the data presented on the preceding pages indicate that unless something is done, California's forthcoming young adults will be less well prepared for admission to the State's public universities and complete their occupational and degree programs at its public colleges and universities less frequently than today's young people.

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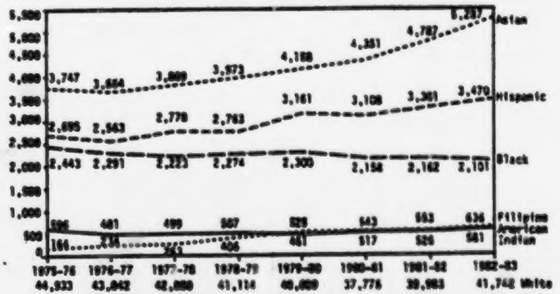
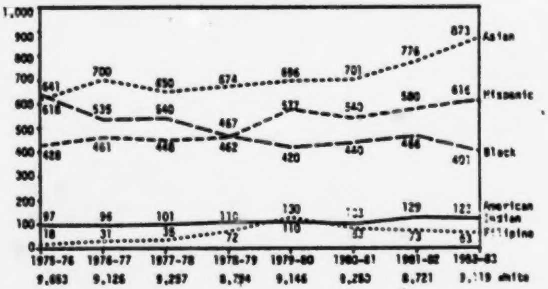
DISPLAY 12 The number of Black degree recipients from California's two public universities has been decreasing while that of Asian and Hispanic graduates has been increasing

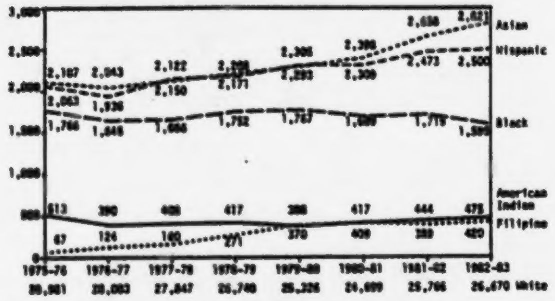
Bachelor's Degrees Awarded by the California State University and the University of California



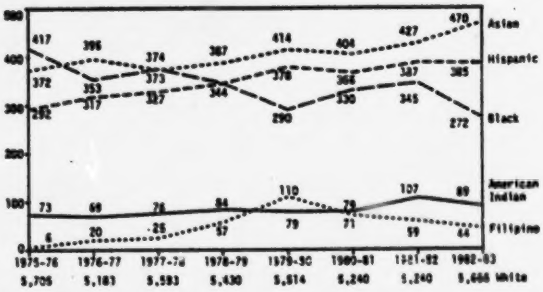
Master's Degrees Awarded by the California State University and the University of California



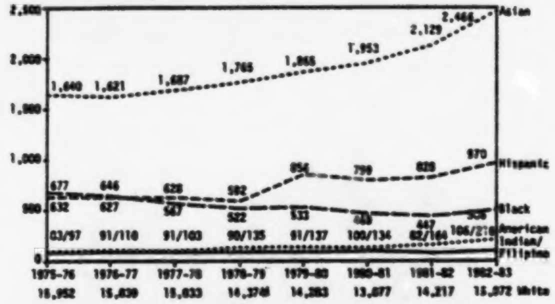
Bachelor's Degrees Awarded by the California State University



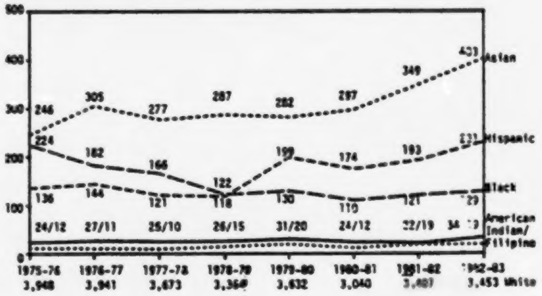
Master's Degrees Awarded by the California State University



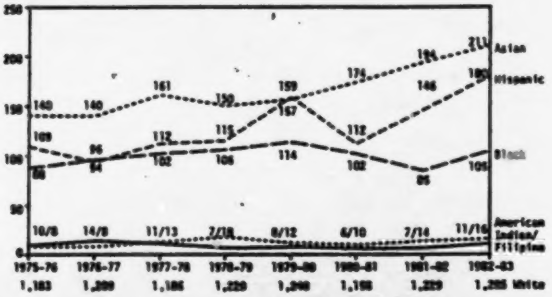
Bachelor's Degrees Awarded by the University of California



Master's Degrees Awarded by the University of California

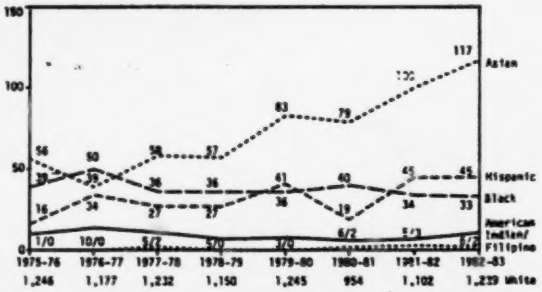


First Professional Degrees Awarded by the University of California



Source: California Postsecondary Education Commission.

Doctoral Degrees Awarded by the University of California



SINCE 1964, California's colleges and universities, school districts, State government, and the federal government have created numerous programs to overcome the educational disadvantages of California's low-income and ethnic minority youth. Display 13 on the next four pages provides information on 18 of these programs, most of which have been designed primarily to aid individual students.

In contrast to these programs, a smaller number have focused on improving the operation of educational institutions at large rather than on overcoming individual disadvantages. For example:

- In 1984, under Senate Bill 813, the State Department of Education established a three-phase accountability program for the State's public high schools in order to raise standards and expectations for students, teachers, and the schools and to increase the numbers of students who are academically prepared for college or who qualify for jobs.

  Phase One has involved getting State goals for improvement on selected quality indicators such as standardized test scores by 1985-86, 1987-88, and 1989-90.

  Phase Two involves preparing individual performance reports for each high school and district, indicating how well they are doing on each indicator in comparison with statewide progress on the indicator. Each school and district has been asked to gather additional local data and establish their own local goals for meeting these State goals.

- Among public colleges and universities, Oakes College at Santa Cruz has in the past received national recognition for its academically stimulating and challenging yet supportive environment for all students. Organized by J. Herman Blake, now the president of Tougaloo College in Mississippi, Oakes operated for a dozen years in opposition to what Blake has called the "deficit model" of education – the assumption that minority students bring only problems and needs, rather than special strengths and contributions, to an educational institution. Oakes has taken the position that all students can aid each other's education and that faculty and students can work together as collaborative learners.

- Concern about improving the academic achievement of disadvantaged students has also been widespread in California's independent schools and colleges. According to a recent survey by the Association of Independent California Colleges and Universities, most of its member institutions offer extensive assistance to such students as an integral part of their programs. Many independent and parochial schools do the same, often by informal means rather than with formal high-visibility programs.

Despite this evidence of extensive concern and effort, however, problems remain. Most important, inadequate articulation between junior and senior high schools, between high schools and colleges, between Community Colleges and four-year colleges and universities, and even among campuses of the same college or university system continue to pose unnecessary barriers to all students -- and particularly to disadvantaged students unfamiliar with the working of educational bureaucracies.

Closely related, only a small number of equal educational opportunity programs are conducted through interinstitutional or intersegmental cooperation rather than individual institutions or segments. For example, the California Student Opportunity and Access Program represents the only program at the State level that involves interinstitutional consortia at the school, Community College, and university levels. As a result, other equal educational opportunity effort on the part of separate institutions and segments is either unrelated to, or conversely overlaps with, that of other institutions and segments.

DISPLAY 13 California's programs that focus on aiding selected students vary greatly in sponsorship, scope, and size but share many common aims and activities.

MESA (Mathematics, Engineering, Science Achievement)

Implementing Agent: Consortium of 18 colleges and universities working in 16 centers with 238 high schools.

Year Started: 1970

Target Group: Underrepresented minority students in grades 9 through 12.

Objectives: To increase the number of minority students with the academic background necessary to pursue a college or university education in a mathematics-based field of study.

Services: Tutoring; academic and career counseling; field trips; summer enrichment and employment programs; scholarship incentive awards.

Number of Students Served Annually: 4,000+ in 1984-85.

1983-84 Funding: $1,044,000: 65 percent from the State General Fund; 35 percent from private industry and foundations.

FUTURES – Making High School Count

Implementing Agent: California Round Table on Educational Opportunity

Year Started: 1983

Target Group: All eighth-grade students in California.

Objectives: To improve students' planning of their high school programs.

Services: Publication and distribution of copies to every high school district for use by eighth graders.

Number of Students Served Annually: 485,000 eighth graders in 1983-84.

1983-84 Funding: $50,000 contributed by firms and foundations.

EARLY OUTREACH

Implementing Agent: University of California

Year Started: 1976 (Partnership); 1978 (Partners)

Target Group: Low-income and ethnic minority students in grades 7 through 11 at approximately 190 junior high schools.

Objectives: To increase the number of low-income and minority students who are eligible to enroll in public four-year colleges.

Services: Academic advising; role model presentations; campus visits; dissemination of printed material; parent meetings; field trips; summer enrichment programs; tutorial services; counseling on financial aid, college, and careers.

Number of Students Served Annually: 8,933 junior high school and 11,541 high school students in 1982-83.

1983-84 Funding: $2,303,000: 75 percent from the State General Fund; and 25 percent from Educational Fee revenues.

SPECIAL SERVICES FOR DISADVANTAGED STUDENTS

Implementing Agent: United States Department of Education, through 30 two-year and four-year colleges.

Year Started: 1969

Target Group: Low-income and educationally, socially, culturally, or physically handicapped students.

Objectives: To increase the academic performance and retention of these targeted students.

Services: Tutoring; study skill improvement; academic and career counseling.

Number of Students Served Annually: 11,000 in 1982-83.

1983-84 Funding: $3,520,000 from the federal government in 1982-83.

TALENT SEARCH

Implementing Agent: United States Department of Education through 14 campus- and community-based projects.

Year Started: 1964

Target Group: Low-income youth age 14-27.

Objectives: To reduce the high school drop-out rate of these youth, encourage dropouts to return to school, and increase the college-going rate of low-income youth.

Services: Educational and career counseling; campus visits; admission and financial aid assistance.

Number of Students Served Annually: 24,000 in 1982-83.

1983-84 Funding: $1,239,990 from the federal government in 1982-83.

DISPLAY 13 (continued)

UPWARD BOUND

Implementing Agent: United States Department of Education through 33 campus- and community-based projects.

Year Started: 1964

Target Group: Low-income high school students and veterans.

Objectives: To increase the college-going rate and postsecondary retention rate of low-income students.

Services: Academic instruction; tutoring; educational and career counseling; increased cultural exposure; summer transition programs.

Number of Students Served Annually: 3,000 in 1982-83.

1983-84 Funding: $5,306,602 from the federal government in 1982-83.

UNIVERSITY AND COLLEGE OPPORTUNITY

Implementing Agent: California State Department of Education, working with 23 school districts.

Year Started: 1979

Target Group: Low-income and ethnic minority high school students.

Objectives: To increase the number of low-income and ethnic minority students who are eligible to and enroll in four-year colleges.

Services: Tutoring; academic and career counseling; field trips; staff development; instructional and curriculum improvement.

Number of Students Served Annually: 4,000 in 1982-83.

1983-84 Funding: $190,000 from the State General Fund in 1983-84 for coordination and technical assistance by the Department.

CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM (Cal-SOAP)

Implementing Agent: Four consortia of two-year and four-year colleges working with high schools under the auspices of the California Student Aid Commission.

Year Started: 1979

Target Group: Low-income and ethnic minority students in high school and Community Colleges.

Objectives: To expand postsecondary opportunities for these students and to assist them transfer from Community College to four-year institutions.

Services: Postsecondary education and financial aid advising; tutoring; coordinated information dissemination; summer residential programs; field trips; skills development seminars; career seminars.

Number of Students Served Annually: 10,000 + benefit from coordination of information and other services.

1983-84 Funding: $700,925 in 1983-84: $275,225 from the State General Fund and $425,700 from institutional matching funds.

ACADEMIC ENRICHMENT

Implementing Agent: University of California campuses at Berkeley, Davis, Irvine, and Santa Barbara

Year Started: 1979

Target Group: Ethnic minority students in grades 10-11 at 25 high schools.

Objectives: To increase the enrollment of ethnic minority students in postsecondary education through the involvement of University faculty in enrichment of high school programs.

Services: Summer academic enrichment projects and residential programs; academic advising; field trips and campus tours; tutorial services; scholarship incentive awards.

Number of Students Served Annually: 737 in 1982-83.

1983-84 Funding: Approximately $200,000 from the State General Fund.

IMMEDIATE OUTREACH

Implementing Agent: All nine University of California campuses

Year Started: 1978

Target Group: Low-income and underrepresented ethnic minority students in grade 12 and Community Colleges.

Objectives: To increase the number of students who apply to and enroll in the University of California.

Services: Campus visits; high school visits; publications; cultural activities; peer counseling; admissions counseling.

Number of Students Served Annually: 867 in 1982-83.

1983-84 Funding: $596,000: 75 percent from the State General Fund and 25 percent from Educational Fee revenues.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

Implementing Agent: California Community Colleges

Year Started: 1969

DISPLAY 13 (continued)

Target Group: Low-income students.

Objectives: To increase the enrollment and retention rates of people handicapped by language or social and/or economic disadvantages.

Services: Financial assistance; tutoring; counseling; academic peer advising; basic skills instruction; career planning placement.

Number of Students Served Annually: Some 68,000 in 1982-83.

1983-84 Funding: $14,435,188, not including student financial aid.

UNIVERSITY MINORITY ENGINEERING PROGRAM

Implementing Agent: MESA (Mathematics, Engineering, Science Achievement) at 14 four-year public and independent universities.

Target Group: Underrepresented minority students enrolled in engineering and computer science baccalaureate programs.

Objectives: To increase the number of these students who graduate with B.S. degrees in these fields and related fields.

Services: First-year transition support; professional counseling; study center; career development and summer jobs.

Number of Students Served Annually: 1,796 in 1982-83.

1983-84 Funding: $1,400,000: half from the State General Fund and half from private sources.

EDUCATIONAL OPPORTUNITY PROGRAM

Implementing Agent: University of California

Year Started: 1964

Target Group: Low-income and ethnic minority students who need academic support services.

Objectives: To increase the enrollment and retention rates of these students at the University.

Services: Financial assistance; tutoring; counseling; academic advising; summer orientation sessions.

Number of Students Served Annually: Some 10,000 in 1982-83.

1983-84 Funding: $2,400,000 from Registration Fee revenues. (Does not include funding for financial aid.)

EDUCATIONAL OPPORTUNITY PROGRAM

Implementing Agent: The California State University

Year Started: 1969

Target Group: Low-income students and those with disadvantaged educational and economic backgrounds.

Objectives: To increase the enrollment and retention rates of these students who may not meet the State University's regular admission criteria.

Services: Financial assistance; tutoring; counseling; academic advising; summer orientation sessions; diagnostic testing.

Number of Students Served Annually: Some 17,000, with 30,000 others receiving admissions services.

1983-84 Funding: $6,903,000 from the State General Fund.

BILATERAL TRANSFER ASSISTANCE

Implementing Agents: Many Community Colleges and campuses of the University of California and the California State University. Examples include the Transfer Incentive Program of the University of California, Berkeley, and the Peralta Colleges; the Special Early Admission Teams of the University of California, Davis, and Sacramento City and Solano Community Colleges; Project Assist at the University of California, Irvine, and the Los Angeles Harbor College; the Community College Intern Program of UCLA and five Los Angeles area Community Colleges; and the consortium of the University of California, Riverside, with East Los Angeles College and of the University of California, San Diego, with Imperial Valley College.

Year Started: Primarily during the 1980s

Target Group: Potential transfer students at Community Colleges.

Objectives: To encourage and assist student transfer from individual Community Colleges to individual university campuses.

Services: Identification of potential transfers; advising and counseling regarding courses; application assistance; financial aid assistance.

Number of Students Served Annually: No statewide data available.

1983-84 Funding: Internal institutional funds.

CORE STUDENT AFFIRMATIVE ACTION

Implementing Agent: All 19 California State University campuses.

DISPLAY 13 (concluded)

Year Started: 1979

Target Group: Ethnic minority students in senior high schools and the State University.

Objectives: To increase the number of ethnic minority students who gain regular admission to college and successfully complete their undergraduate education.

Services: Diagnostic testing; economic and career counseling; tutoring; home visits with parents; use of bilingual materials; academic advising; campus tours.

Number of Students Served Annually: 47,777 during 1982-83.

1983-84 Funding: $2,275,293 from the State General Fund.

PROFESSIONAL DEVELOPMENT

Implementing Agent: University of California, Berkeley, in cooperation with 45 public and private schools in the San Francisco Bay area.

Year Started: 1974

Target Group: Women and ethnic minority groups underrepresented at Berkeley.

Objectives: To provide academic services at all educational levels for high-achieving minority and women students who are interested in mathematics-based fields of study.

Services: Enrichment courses for high school students; SAT preparation; college and career counseling; meetings with practitioners; supplemental instruction for University students; research apprenticeships and internships; graduate seminars and advising.

Number of Students Served Annually: 164 high school students, 350 undergraduates, and 75 graduate students in 1981-82.

1983-84 Funding: $372,063 from University faculty and staff and private firms.

ACADEMIC SUPPORT SERVICES

Implementing Agent: All nine campuses of the University of California.

Year Started: 1976

Target Group: Low-income and ethnic minority students enrolled in the University of California.

Objectives: To increase the number of these students who complete their University education successfully.

Services: Summer transitional programs; academic and personal counseling; learning skills and instructional assistance; tutoring; advising on graduate or professional schools; career planning.

Number of Students Served Annually: Unduplicated number not available.

1983-84 Funding: $1,406,000: 75 percent from the State General Fund and 25 percent from Educational Fee revenues.

Source: California Postsecondary Education Commission staff analysis of project reports.

Much has been learned over the past twenty years about successful features of equal educational opportunity efforts

During the past two decades, some of California's efforts to provide equal educational opportunity have undertaken detailed evaluation of their impact that have proven useful in identifying their successful features. Among these programs:

- MESA has systematically evaluated its students' completion of high school mathematics and science courses, their performance on college admissions tests, and their enrollment in mathematics and science-based programs in college or university.
- The University Minority Engineering Program has similarly evaluated its students' university performance, and the number who complete engineering or computer science degree programs.
- The staff of Phineas Banning High School has assessed its College Core Curriculum by the number of college-preparatory courses completed by its seniors, increases in college admission test scores, and the number of students attending four-year colleges.
- Oakes College at the University of California, Santa Cruz, has undertaken detailed follow-up of the number and characteristics of its students who graduated and who were admitted to graduate schools.

In contrast, some other programs, into which the State has poured millions of dollars, such as Extended Opportunity Programs and Services, have undertaken so few statewide follow-up studies of their impact that they cannot be judged to have been either successful or unsuccessful in terms of the Legislature's goals for increasing the educational attainment of low-income and minority students. To be sure, they have counted the number of students reached -- but knowing that 300 students attended orientation sessions or that 3,000 received counseling offers no information about their impact on these students' transfer and graduation rates.

Among those programs that have been adequately evaluated and are known to have changed students' educational achievement significantly, certain features stand out

The most important feature of all seems to be the institution's commitment to student achievement. If the institutional environment as a whole fails to encourage the intellectual achievement of students but instead operates to process students through a maze of academic minutia, even more and more supplemental programs are unlikely to increase student achievement greatly. On the other hand, when the institutional environment serves to support, promote, and reward high achievement of all students, it increases the effectiveness of any special supplemental program.

In this regard, Herman Blake comments from his experience as provost of Oakes College at the University of California, Santa Cruz, that two of the critical elements in creating such an environment are (1) the commitment of the whole institution to improving services -- particularly for new students -- that will increase their retention, their academic performance, and their graduation rate, and (2) a realistic design of the program to accomplish these goals in light of these students' needs.

Beyond this general characteristic of successful programs at all levels of the educational system, several specific features seem particularly important at different levels:

In the schools, at least nine specific elements characterize the most effective schools

1. They begin postsecondary and career planning in the junior high school years, in order to help students and their parents develop long-range goals regarding education and work and to understand the relation between continued education and skilled careers.

In San Diego, for example, the school district has implemented a district-wide eighth-grade career and advisement program and (1) assesses the basic academic skills of all of its 8,000 eighth graders each year; (2) inventories their career interests and educational plans; (3) helps them create an educational plan for grades 9-12, (4) identifies gifts and talented students for supplementary enrichment experience; and (5) leads to tutorial assistance for other students, based on the results of their skills testing.

2. They offer intensive and even "intrusive" student counseling and academic advising, in order to coordinate each student's educational experiences by proper course planning, identify students who need special academic assistance, and provide aid in submitting college admission and financial aid applications.

Thus at Balboa High School in San Francisco, counselors maintain on-going contact with students by making homeroom visits and classroom visits, in addition to holding regular office hours for students. These contacts are to ensure that students are informed about college admissions and financial aid application procedures and deadlines as well as to identify students who may need special academic assistance.

3. They have reassessed the curriculum to determine if it develops the competen-

cies that students need to succeed in post-secondary education and in skilled jobs, and they realize that these competencies are not merely academic or learning skills but involve students' basic self concept and world view.

For example, at Phineas Banning High School, the staff of the College Core Curriculum realized that if many Banning students were going to be able to complete the University of California's "A through F" pattern of required courses, Banning's limited traditional honors or "enriched" courses would have to be eliminated in favor of upgrading its existing courses in English, mathematics, literary analysis, and critical thinking. They realized as well that they had to change the expectations of Banning's students and their parents as well as those of Banning's teachers and administrators – and so they meet with ninth-grade students in Banning's feeder junior high schools to explain the program and students' responsibilities and opportunities if they join it.

4. These schools have established outcome goals related to students' academic performance so they can evaluate and monitor not only their students' progress but also the success of their programs in order to make whatever changes are needed in it.

Thus in San Diego, under the terms of San Diego's federal court order regarding desegregation, the public schools have established a five-year goal of having at least half of the minority students score at or above national norms on the California Test of Basic Skills in reading, mathematics, and languages. The district has accomplished much of its goal, particularly in mathematics and reading. And at Banning High School, the College Core Curriculum staff have as their primary goal making their graduates eligible for regular freshman admission to the University of California, and they can measure their success from year to year and adjust their program accordingly on this explicit criterion.

5. These schools have either established a single curriculum for all students that is adequate for university preparation as well as career orientation, or if they continue to offer more than one curriculum, they have increased their enrollment in their college preparatory program.

In either case, they have increased the proportion of their students who are able to consider university admission as a realistic option.

At Balboa High School, for instance, all ninth graders must take a course in survival skills that includes study skills and English composition, and they are expected to take Algebra 1 or pre-algebra. At the same time, Balboa has stopped offering non-high-school-level remedial courses.

6. They have improved their instruction through inservice training of faculty and staff, both to ensure that their teachers are able to offer the needed academic preparation required by the curriculum and also to raise teachers' expectations of students, so that they expect the best from each student and can help raise students' own self-esteem.

For instance, in Oakland's ACCESS/Cooperative College Preparatory Program, over 100 Oakland school teachers, counselors, and administrators each year are involved in professional development and inservice training workshops that focus on strengthening Oakland's high school mathematics courses by making them rigorous enough for college preparation.

7. They have involved parents in the program, in order to help them understand the operations and expectations of the school and how they can help their own children succeed in school and in later life.

At Balboa, not only have parent groups been started for each of the major ethnic groups served by the school, but a Balboa staff member of the same ethnic group serves as the school's liaison with these parents. And at Banning, an "Academic Booster Club" of parents raises funds for scholarships, offers student and teacher incentive awards, hosts College Core Curriculum functions, and sends a newsletter to the parents of all students in the program.

8. They offer tutorial assistance to help students succeed in the college preparatory program, even though these students may not have been prepared in earlier grades for the rigors of an academic curriculum.

Virtually all equal educational opportunity programs offer tutoring, but some place it in a special context. Thus at Balboa, students who find their classes too demanding are not permitted to drop their courses but instead receive special tutoring, which is available both after school and on Saturdays. And at Banning, the staff of the College Core Curriculum train local college and university work-study students as tutors, who then provide both individual and group tutoring for Banning students in the program.

9. Finally, they utilize the expertise of local postsecondary education faculty as well as outreach staff members to help strengthen their programs and aid their students in making the transition from school to college.

For example, all 16 MESA centers in California actively involve local university faculty in their operations -- and 15 of the 16 are headquartered on university campuses. And in the San Diego public schools, students, faculty, and staff from local colleges and universities provide tutoring to students in need of academic assistance, as identified by the districtwide eighth-grade assessment program mentioned above.

Effective Community College occupational and transfer programs have at least five characteristics in common

1. Their admissions and enrollment process includes skills assessment, educational and career planning, institutional orientation, academic advising, and correct course placement.

The diverse mission of California's Community Colleges offers many educational options to a vast array of students having differing educational goals and levels of academic preparation -- from taking one class for personal development to an entire sequence of courses leading to an occupational certificate or degree or completing the first two years of a baccalaureate program. It is this diversity that makes these institutions truly "community" colleges, in that they offer instruction for virtually the entire community.

But because their students arrive with vastly differing academic backgrounds, often undefined educational goals, and varied expectations and abilities, the Community Colleges have a more difficult task than any other postsecondary institution in (1) matching their students' abilities with appropriate courses, (2) helping students define their educational and career goals, and (3) ensuring that transfer students are in the correct sequence of classes for completing the lower-division requirements of specific four-year colleges and universities, each of which differs from the others in these requirements. This latter task is made particularly difficult if Community Colleges have only limited information about their students' academic background and competence.

To ensure that degree-oriented students get started in college with a clear understanding of their own skills, the relation of their educational program to their long-term goals, and the courses they need to complete their degree, some Community Colleges have begun efforts that have come to be labeled as "matriculation." For instance, the Los Angeles Community College District has implemented an enrichment process that (1) assesses the basic skills of all entering students, (2) inventories students' educational and career goals, and (3) uses the resulting data for course planning, initial course placement and academic advising.

2. They have established close relations with their feeder high schools in order to encourage prospective students to complete a college-preparatory curriculum, thereby reducing students' need for remediation, allowing them to start college with courses that fulfill occupational or transfer program requirements, and minimizing

the time they need to complete their program.

Thus, the Los Rios Community College District in Sacramento has developed a relationship with local junior and senior high school teachers, counselors, parents, and students, to ensure that the students develop the competencies expected of entering freshmen. In addition, the District provides basic skills testing for 2,600 high school juniors each year to determine their academic strengths and weaknesses, and it provides tutoring for those students needing assistance to strengthen their academic deficiencies.

3. Their tutorial programs involve faculty members, thereby allowing tutorial assistance to be directly related to the expectations of classroom instructors.

As an illustration, Sacramento City College has developed a comprehensive tutorial program that is coordinated by a certificated staff member who works closely with the faculty in identifying subject matter needs and selecting student tutors.

4. They maintain articulation agreements with four-year institutions that provide students with clear information about the transfer requirements of those institutions.

Such agreements are widespread in California, but among those that illustrate particularly close cooperation are those between the University of California, Irvine, and Los Angeles Harbor College -- which have established a comprehensive articulation agreement and provide updated transfer information to students via micro-computer -- and between Santa Barbara City College and the University of California, Santa Barbara, which have developed articulation agreements between them for 50 academic majors as well as concurrent enrollment opportunities for City College students to take one University course each quarter while attending the City College and a computer tracking and advisement system that monitors students' academic progress from their senior year in high school through their University enrollment.

5. Finally, they maintain formal ties with the special programs of four-year institutions that ensure continuing academic and financial support for transfer students who need such assistance.

Thus the Los Rios Community College District and the University of California, Davis, jointly sponsor a counselor who works with low-income and underrepresented minority students on all three of the Community College campuses and the Education Opportunity Program at Davis, to make sure that transfer students who need continuing assistance receive it.

At least seven elements characterize the most effective programs of public universities

1. They provide outreach in junior high schools as well as senior high schools.

Rather than waiting until students are already in the ninth or tenth grades, these programs have recently expanded their services to provide academic tutoring and counseling at the seventh- and eighth-grade levels.

Thus the University of California's Early Outreach Program has provided assistance through academic tutoring and academic counseling to approximately 9,000 junior high school students throughout California.

2. They provide assistance to feeder junior and senior high schools in improving their curriculum and instruction.

Rather than directing most of their efforts at increasing the enrollment of low-income and minority students through outreach and special admissions programs -- which are only of limited value in increasing the retention and graduation rates of these students, a limited number of four-year institutions have established partnerships with local school districts to improve the academic preparation of prospective students by strengthening their courses and teaching methods.

For example, the University of California, Irvine, has begun a collaborative program with the Santa Ana public schools whereby University faculty work with Santa Ana teachers and administrators on course content and methodology, just as the University of California, Berkeley, has been working with the Oakland public schools through the Access/Cooperative College Preparatory Program.

3. They offer "summer bridge" programs for low-income and underrepresented students between high school graduation and the freshman year.

Over the summer before the start of the freshman fall term, these programs assess students' academic competencies and study skills, provide assistance in strengthening areas of weakness, and introduce students to campus expectations, culture, and social life prior to the arrival of other freshmen and returning students.

Among the several summer bridge programs, the University of California, Berkeley, provides a summer experience that is designed to ease the transition of college-bound low-income and minority students that is supported by staff members of its Student Learning Center, Counseling Center, and Career Planning and Placement Center.

4. They offer orientation programs to both freshmen and transfer students.

These programs are designed to help all incoming students make a successful transition from high school or Community College to the four-year campus by clarifying institutional requirements and identifying campus resources for helping meet them.

Among these orientation programs, the University of California, Los Angeles, conducts campus orientation seminars for incoming freshmen and Community College transfer students to introduce them to the complexity of the UCLA campus and to make them aware of its resources.

5. They coordinate academic advising and career planning.

By integrating these two functions, they help students develop educational plans that support their career and life goals, and they encourage students to give thought to these goals at the start of their program rather than waiting until they are juniors or seniors.

For instance, several campuses of the California State University and the University of California provide coordinated academic advising and career planning for all their students.

6. Their academic tutoring involves the faculty.

As in Community Colleges, this effort assures that tutoring achieves the expectations of the faculty as well as increasing the interaction between students and their instructors and professors.

Thus at Oakes College, faculty members along with student tutors provide small-group tutorial assistance for students needing more in-depth assistance. The interaction between Oakes faculty and students does much to increase the students' understanding of what is expected of them and has had a positive impact on their self-image.

7. Finally, they offer student residential and social activities designed to make low-income and minority students feel welcome and wanted.

Again, at Oakes College, Provost Blake and his associates organized not only the curricular activities and instructional methods but also the extracurricular activities and faculty student relations to capitalize on the different resources that its students brought with them.

At least six elements characterize the strategies of independent colleges and universities

1. They provide admissions outreach activities especially designed for minority students.

Approximately one-third of California's independent colleges and universities that belong to the Association of Independent California Colleges and Universities have specially designated admissions officers whose major responsibility is the recruitment of minority students. More than a third participate in such campus-based community outreach programs as "Upward Bound" and "Cal-SOAP." Nearly half hold special minority student visitation days during which students can visit the campus and learn more about its programs. And nearly two-thirds employ current minority students as admissions aides to assist in the recruitment of new minority students.

2. They provide residential housing opportunities, small classes, and an atmosphere that involves students in campus life.

Approximately two-thirds of the undergraduate students enrolled at California's independent colleges and universities live in institution-sponsored housing. Moreover, such housing is available for virtually every student who would like to take advantage of it. Numerous studies, such as those of Alexander Astin of UCLA have shown that students who live on campus are more involved in collegiate activities than other students.

The average student-faculty ratio at California's independent institutions is 14:1. Nearly every student has the opportunity to get to know faculty members well.

3. They offer orientation and adjustment programs for all new students, creating a positive atmosphere of transition from home to campus.

The vast majority of independent institutions have orientation programs for all new students prior to the onset of each academic year. These programs are engineered to help incoming students adjust to campus life and to assist them in selecting courses and programs tailored to their interests and ambitions.

Ranging from two to five days in duration, these programs typically begin before the fall semester and are often mandatory for all new students. Student personnel officers report that these programs serve as productive periods for development of interest in campus activities.

4. They provide specially tailored financial aid packages for individual students.

Approximately one-fourth of California's independent institutions have specially designated financial aid pools that are set aside for minority students. The intent of these extra funds is to provide minority students with the incentive to attend an independent college or university. Since the majority of these students will not have long-standing family or experiential ties with an independent campus, admissions officers find that scholarships and grants make a difference for students who demonstrate financial need.

In addition to the special programs geared exclusively for needy minority students, most independent institutions maintain a solid platform of financial aid programs open to all needy students. Indeed, while dollars from state and federal sources have remained largely static over the last five years, institutional dollars for financial aid have on the average increased by more than 15 percent each year.

5. They operate a safety net of academic assistance programs, ranging from peer counseling to direct contacts with senior faculty members.

Virtually all of California's independent colleges and universities offer some type of programs in academic assistance for their students. Ranging from peer tutoring to direct faculty contact, these efforts keep attrition rates low. While these support activities are typically open to all enrolled students, student personnel officers report proportionately representative participation from minority students.

6. And they coordinate academic advising and career planning with students' interests and ambitions.

At most independent colleges and universities, students are assigned academic advisors who meet with them regularly throughout the period of enrollment at the college. The relationship that develops between the student and faculty advisor often serves as a stimulus for pursuing a professional field. In many cases, faculty work closely with students in job referral and in internship placement.

These efforts are backed by the services of career planning and placement centers on the campuses. Since most independent college students graduate with a major in a liberal arts field, career centers serve as important links between the campus and the real world. Student personnel officers report heavy usage of these centers by all students.

Few programs, of course, exhibit all of these separate characteristics at either the school, Community College, or university level, and some succeed in affecting students while emphasizing only a few of them. But overall, the more that programs exhibit these attributes, the greater their impact on student performance and academic success.

THREE Other Proposals

THE report of the Intersegmental Policy Task Force, *Expanding Educational Equity in California's Schools and Colleges*, is only the latest in a series of documents from California institutions and organizations about equal educational opportunity. Recommendations from seven of its predecessors deserve particular attention:

1. The Postsecondary Education Commission, 1982

In April 1982, the California Postsecondary Education Commission issued its fourth and latest report on Equal Educational Opportunity in California Postsecondary Education, in which it concluded that the greatest barrier to equal educational opportunity in California's colleges and universities continues to be the poor academic preparation of students at the secondary school level. It emphasized the need to strengthen college preparatory programs in the schools and improve their articulation with undergraduate curricula (p. 25):

> The major priority in the State effort during the next five years should be to strengthen the basic college preparatory curriculum in mathematics, English, and science at California's junior and senior high schools. This effort must involve cooperation among secondary and postsecondary educators, parents, and local school boards.

2. Senate Bill 813, 1983

On July 28, 1983, Governor Deukmejian approved the Hughes-Hart Educational Reform Act of 1983 (Senate Bill 813), which sought "to encourage continued reform and improvement of California's elementary and secondary schools through a series of reforms, incentives, and strategies which can provide for the educational, personal, and career needs of each pupil." In that Act, the Legislature identified eight needed activities of California's schools:

(a) Provide a variety of instructional styles and classroom settings which accommodate the differing ways that research has shown children learn.

(b) Maintain orderly and efficient school campuses which encourage positive attitudes among students and high morale and high quality teaching from teachers.

(c) Ensure that the specialized needs of identified groups of students are met by the effective use of categorical aid funding.

(d) Provide appropriate and meaningful instruction to meet the variety of future and career goals of students.

(e) Assure that pupils achieve academic proficiency in the essential areas of skill and knowledge.

(f) Identify and respond to the individual educational needs of pupils, each of whom is a unique human being who can ultimately become a responsible and contributing member of society.

(g) Develop each pupil's sense of respect of self and others, personal and social responsibility, and critical thinking.

(h) Involve parents and community members in a broad range of activities at each school, recognizing the vital role parental attitudes and values have in their children's education.

3. The Legislature, 1983

In the 1983-84 Budget Act, the Legislature stated in Supplementary Language its intent that equal educational opportunity programs in California's colleges and universities conform to four State policies:

> Secondary schools should have the leadership role in preparing secondary school students for college. This includes assuring that all students are aware of college and university requirements for various majors so that college-bound students can take the necessary courses. To the extent that supplementary services, such as tutoring and academic skills-building, are necessary to increase the number of low-income and minority students who enroll in postsecondary education, such services should be provided cooperatively by secondary and postsecondary institutions.
>
> Informational outreach services -- such as campus tours and academic advising -- should involve active and coordinated efforts by secondary and postsecondary educators, working through regional intersegmental organizations wherever possible.
>
> The goal of developmental and informational outreach programs is to increase the enrollment of underrepresented students in each segment of postsecondary education, instead of at individual campuses.
>
> The California Postsecondary Education Commission (CPEC) shall evaluate all postsecondary equal educational opportunity programs on a regular basis, as well as report annually on the extent to which the policies listed above are being followed.

The Legislature instructed the Commission, the University of California, the California State University, the Board of Governors of the California Community Colleges, and the State Department of Education to "work together to (1) develop the specific details of the above policy and (2) develop a plan and timetable for implementing the policy." In response, the Commission and the segments created an Ad Hoc Task Force on Equal Educational Opportunity Programs which in March 1985 issued *A Plan to Implement New State Policy on Postsecondary Equal Educational Opportunity Programs*. Because of the importance of the principles and recommendations stated by the task force in that report, 12 of its major principles elaborating on the four policies and 15 of its major recommendations for implementing them are reproduced here, along with its advice about responsibilities for implementation and monitoring progress on them (Ad Hoc Task Force, 1985, pp. 34-41):

LEGISLATIVE POLICY 1: Secondary schools should have the leadership role in preparing secondary school students for college.

PRINCIPLE 1: As directed in the Hughes-Hart Educational Reform Act of 1983, each secondary school has the responsibility to prepare students for postsecondary study, and schools should be held accountable for their record in carrying out this responsibility.

Recommendation: The Superintendent of Public Instruction and the State Board of Education should adopt (1) specific policy statements to reaffirm that one of the major responsibilities of all secondary schools is to prepare students adequately for college and (2) criteria by which secondary schools will be held accountable for increasing the number of students who are academically prepared for college, especially students from underrepresented backgrounds. The Superintendent should annually report on the record of each secondary school in meeting these criteria, particularly identifying those schools in low-income communities that are successful in graduating a large number of students eligible for the University and the State University.

Implementation and Monitoring: Within the next year, this recommendation should be implemented, so that beginning in 1986-87 the Superintendent can provide annual reports to the Legislature on the record of the secondary schools in this area. The Commission will monitor and report annually on progress in the implementation of this recommendation.

PRINCIPLE 2: Secondary schools should be recognized and rewarded for demonstrating a commitment to and success with efforts to increase the graduation and college-going rates of low-income and underrepresented ethnic minority students and for utilizing existing local or categorical aid programs to support this effort. Federal and State funding for education programs should include incentives for schools to improve student academic performance.

Recommendation: The State Department of Education should (1) review the current provisions of the State-funded Compensatory Education Program to identify any disincentives in the funding mechanism for schools to improve the academic performance of their students and (2) make recommendations, if necessary, to strengthen the incentives for schools to utilize these funds in improving the graduation rates of their students.

Implementation and Monitoring: Within the next year, the State Department of Education should begin to implement this recommendation. The Commission will report annually on progress in the implementation of this recommendation.

PRINCIPLE 3: Each secondary school has the responsibility to identify (1) the strengths and weaknesses of its existing academic program, (2) any limitations in providing a full range of college-preparatory services, and (3) the kinds of activities and resources needed to respond to these limitations.

Recommendation: The State Department of Education should facilitate the activity of the secondary schools in assessing and strengthening their existing academic programs by (1) distributing information about alternative methods to utilize existing categorical aid programs for college-preparatory programs, (2) encouraging and adequately supporting existing successful secondary school college-preparatory programs targeted toward pupils from groups that are underrepresented in institutions of postsecondary education, and (3) monitoring the existing University and College Opportunities Program established by schools and school districts utilizing the provisions of SB 968 (Statutes of 1982, Chapter 1296).

Implementation and Monitoring: Within the next year, the State Department of Education should begin to implement this recommendation. The Commission will report annually on progress in the implementation of this recommendation.

PRINCIPLE 4: Mastery of core academic concepts and curriculum on the secondary school level is critical to future academic success in college.

Recommendation: Equal educational opportunity efforts on the secondary school level should give primary emphasis to strengthening the academic preparation of low-income and ethnic minority students as a means of increasing the numbers who graduate from high school and both enroll in and succeed in college. School districts and secondary schools should form partnerships with postsecondary institutions so that faculty from both types of institutions can work together to develop comprehensive new curriculum and instructional models, and improve the academic and teaching skills of secondary school staff. These partnerships should be based on direct working relationships among teachers and administrators on both the secondary and postsecondary levels.

Implementation and Monitoring: Within the next year, secondary and postsecondary institutions should begin implementing this recommendation. The Commission will report annually on progress in its implementation.

LEGISLATIVE POLICY 2: Supplementary services for secondary school students should be provided cooperatively by secondary and postsecondary institutions.

PRINCIPLE 5: While the secondary schools have the leadership role in preparing students for college, cooperative involvement by secondary and postsecondary educators is required to improve college-preparatory programs. Postsecondary institutions have the responsibility to work cooperatively with secondary schools in providing the kinds of activities and resources needed by secondary school students to prepare them academically for college through appropriately oriented and funded postsecondary equal educational opportunity programs.

Recommendation: Postsecondary outreach programs that provide supplementary services such as tutoring and academic skills building should include formal cooperative working relationships with secondary school officials, so that these officials have a direct voice in planning and assessing the services that are provided in the school and so that these services are linked with comprehensive efforts to improve the college-preparatory curriculum, even if this means adjusting or restructuring the existing postsecondary equal educational opportunity programs.

Implementation and Monitoring: Within the next year, secondary and postsecondary institutions should begin implementing this recommendation. The Commission will report annually on progress in its implementation.

PRINCIPLE 6: Parental involvement and support is a critical element in the academic success of students at both the secondary and postsecondary levels. The parents of many low-income and ethnic minority students would benefit from assistance in working with their children to develop positive attitudes about school and the importance of enrolling in college-preparatory courses.

Recommendation: All existing and any new equal educational opportunity outreach programs should implement strategies to assist parents of low-income and ethnic minority students in supporting their children by: (1) developing early positive attitudes about school and college attendance, (2) enrolling in college-preparatory courses of study, (3) gaining tutorial and other academic assistance as needed, and (4) acquiring financial assistance needed for postsecondary enrollment.

Implementation and Monitoring: Within the next year, secondary and postsecondary institutions should begin implementing this recommendation. The Commission will report annually on progress in its implementation.

PRINCIPLE 7: Representatives of the private sector can play an important role in enhancing the college-preparatory curriculum by providing career awareness experiences for the students.

Recommendation: Secondary schools, aided by postsecondary equal opportunity programs, should develop cooperative partnerships with business, industry, and professional associations so that the various resources from the private sector can be utilized to improve career awareness and financial support for their low-income and ethnic minority students enrolled in college-preparatory programs.

Implementation and Monitoring: Within the next year, secondary and postsecondary institutions should begin implementation of this recommendation. The Commission will report annually on progress in its implementation.

PRINCIPLE 8: Postsecondary institutions can provide important assistance to secondary schools in the improvement of college-preparatory programs through (1) teacher education programs for new and current secondary school teachers and administrators, (2) counselor-training programs for new and current secondary school counselors, (3) in-service training programs for secondary school administrators, and (4) research on various education issues concerning factors that affect the movement of underrepresented ethnic minority students through secondary and postsecondary institutions.

Recommendation 8A: Postsecondary institutions and particularly the California State University have the responsibility to reassess the effectiveness of their teacher education and counselor-training programs in preparing individuals to teach and counsel students from various ethnic, and low-income backgrounds. A panel of educators with expertise in multicultural education, including representatives of secondary schools with high minority enrollments, should be convened within the next year by the State University to review existing programs and present any recommendations for improvement as may be needed.

Implementation and Monitoring: Within the next year, the California State University should implement this recommendation. Following the proposed reassessment of teacher education and counselor-training programs, the State University should initiate efforts to implement any recommendations made by the panel. The Commission will report annually on progress in this area.

Recommendation 8B: Postsecondary institutions, particularly the California State University, have the responsibility to assess the effectiveness of existing in-service training programs for secondary school administrators in preparing them to implement and maintain strong college-preparatory programs in schools with students from various ethnic and low-income backgrounds. Existing efforts should be supplemented with an expanded in-service program for junior and senior high school administrators for schools and districts in the lower quartile of academic achievement.

Implementation and Monitoring: Within the next year, the California State University should implement this recommendation. The Commission will report annually on progress in this area.

Recommendation 8C: Postsecondary institutions and particularly the University of California have the responsibility to conduct research that will expand our understanding of factors and strategies that promote the educational achievement of students from various ethnic, racial, linguistic and low-income backgrounds. Representatives of the Postsecondary Education Commission should meet within the next year to inventory existing and on-going research on such topics and identify any important topics that merit further research.

Implementation and Monitoring: Within the next year, the Commission should take the lead in implementing this recommendation, working cooperatively with representatives of the State Department of Education and various secondary and postsecondary institutions.

PRINCIPLE 9: College entrance examinations provide helpful information for (1) identifying students' educational plans, career plans, and achievement levels and (2) assisting undecided students in choosing an academic major and career.

Recommendation: Representatives of the State Department of Education and the public segments of postsecondary education should meet with representatives of the major testing agencies (the American College Testing Program and the College Board) to determine how these tests reflect the core curriculum of the secondary schools and to identify (1) the kinds of student data that are now being gathered by the testing agencies and (2) how these data can be used by secondary and postsecondary educators to assist students; and agree on a reporting schedule for the testing agencies to use in making these data available to the educational institutions.

Implementation and Monitoring: Within the next year, the State Department of Education and the public postsecondary institutions should implement this recommendation. The Commission will report annually on progress in this area.

LEGISLATIVE POLICY 3: Informational outreach services should involve active and coordinated efforts by secondary and postsecondary educators, working through regional intersegmental organizations wherever possible.

PRINCIPLE 10: Regional intersegmental cooperation is a mechanism for coordinating outreach efforts, and secondary and postsecondary institutions should actively promote their development, while recognizing that they may not work in all places and that they are not a substitute for individual institutional efforts.

Recommendation: Priority in State funding for postsecondary outreach programs should be given to those programs that include regional intersegmental coordination as a primary component of the outreach effort.

Implementation and Monitoring: The Legislature and Governor should implement this recommendation through the budget process. The Commission will annually report on progress in its implementation.

PRINCIPLE 11: Postsecondary institutions have the responsibility to provide coordinated outreach services to secondary school students.

Recommendation 11A: The statewide offices of the University of California, the California State University, and the California Community Colleges should encourage and support further campus participation in formal interinstitutional outreach projects. The University of California has taken leadership in this effort, voluntarily providing strong annual financial support to existing regional projects. The systemwide offices of the other two postsecondary segments should initiate a similar financial commitment to interinstitutional efforts.

Implementation and Monitoring: Within the next year, the statewide offices of the three public segments of postsecondary education should begin implementing this recommendation. The Commission will report annually on progress in its implementation.

Recommendation 11B: Each public college and university campus should designate one individual for one office as responsible for coordinating all of its outreach services at the school site. Beginning in the 1985-86 academic year, the State Department of Education and the Postsecondary Education Commission should annually publish this information to facilitate the coordination of outreach services throughout the State.

Implementation and Monitoring: Prior to April 1985, representatives of the Commission and the State Department of Education should initiate efforts to implement this recommendation, working cooperatively with representatives of the statewide offices of the postsecondary institutions.

LEGISLATIVE POLICY 4: The goal of outreach pro-

grams is to increase the enrollment of underrepresented students in each segment of postsecondary education, instead of at individual campuses

PRINCIPLE 12: The primary purpose of informational outreach programs is to provide students with facts about the full range of postsecondary alternatives so that students can make informed decisions about where they want to enroll for postsecondary study. Informational outreach programs should be utilized to increase enrollments of underrepresented ethnic minority students in each segment of postsecondary education.

Recommendation: Priority in State funding for informational outreach programs should be given to those programs that have the primary purpose of increasing the enrollments of underrepresented students in each segment of postsecondary education rather than at an individual campus.

Implementation and Monitoring: The Legislature and Governor should implement this recommendation through the budget process. During the next two years, the Commission should review the operation of existing informational outreach programs to verify their compliance with this legislative policy.

4. Assembly Bill 3775, 1984

As part of Assembly Bill 3775 (1984; Chacon), the Legislature directed the Postsecondary Education Commission to establish a task force to evaluate existing supplementary services and financial assistance provided for Community College Extended Opportunity Programs and Services students who transfer to public four-year institutions, and to make recommendations for modifying programs and services to facilitate the transfer process. In March 1985, the Commission published the report of that task force, and its 12 recommendations are reproduced here:

RECOMMENDATION 1: Extended Opportunity Programs and Services on every Community College campus should explicitly emphasize and encourage transfer among their other goals.

RECOMMENDATION 2: Extended Opportunity Programs and Services on every Community College campus should include staff qualified to counsel all EOPS students regarding their individual educational objectives and the specific academic or vocational training program necessary to achieve these objectives. This counseling should begin as the students enter EOPS and enroll in classes at the Community College.

RECOMMENDATION 3: The Office of the Chancellor of the California State University should establish a three-year pilot program on five State University campuses to provide EOPS transfer students eligibility for EOP grants and services, if the students meet the admission requirements of the institution. The two purposes of this pilot program should be to (1) identify the number of transfer students who would need and want these grants and services, and (2) determine the added cost to the State University if the program was extended statewide.

RECOMMENDATION 4: The California State University and the University of California should guarantee fee waivers for admissions applications for all EOPS students who provide waiver forms signed by Community College EOPS directors.

RECOMMENDATION 5: Timely information and assistance should be made available to all interested EOPS students about application deadlines for admission and financial assistance at four-year institutions. EOPS staff on each Community College campus have the responsibility to make sure these services are available, and staff from four-year institutions have the responsibility to assist where appropriate in providing these services.

RECOMMENDATION 6: A proportion of the new Cal Grant B awards each year should be earmarked for Community College students transferring to four-year institutions.

RECOMMENDATION 7: In assisting all EOPS students to identify their educational objectives, Extended Opportunity Programs and Services on all Community College campuses, should identify those students who want to transfer to a four-year institution plus others who have the potential to transfer successfully. EOPS directors should at least annually share the names and addresses of these potential EOPS transfer students with EOP and SAA directors at public universities throughout the State.

RECOMMENDATION 8: Quarterly meetings of Community College, State University, and University of California staff from EOPS, EOP, and SAA should be held within each region to exchange and update information designed to facilitate cooperation among their programs and thereby more effectively serve their students. The systemwide offices of each of the three segments should take the lead in promoting these cooperative efforts.

RECOMMENDATION 9: The systemwide offices of the University and State University should annually provide information to all EOPS directors listing available campus services for transfer students, eligibility criteria to utilize these services, and the key contact persons on each campus. In addition, staff from these systemwide offices should meet annually with EOPS directors to identify other cooperative actions that might be taken to improve available services for EOPS transfer students.

RECOMMENDATION 10: EOPS directors should work with other Community College staff to make available to all interested EOPS students, as well as all other interested students, a class providing skills necessary for successful study at a university, involving time management, research and study skills, classroom note-taking skills, and writing skills.

RECOMMENDATION 11: University and State University campuses should make available special comprehensive orientation sessions for interested transfer students, including EOPS transfer students, that provide the same kinds of assistance typically provided to first-time freshmen EOP students. Sessions should be separate from those for freshmen and take into account the broader educational experiences of the transfer students.

RECOMMENDATION 12: The systemwide offices of the three postsecondary segments should work together to develop complementary data-processing services to provide timely sharing of data regarding EOPS students who (1) apply for admission to a public university, (2) enroll at a public university campus, or (3) receive EOP or SAA support services. In addition, timely information should be shared with EOPS directors regarding the academic performance of EOPS students who transfer to public universities.

5. The Postsecondary Education Commission, 1985

On April 15, 1985, the Postsecondary Education Commission issued its own comments on the recommendations of the EOPS task force and offered the following four proposals and requests (1985b, p. 4):

1. The State University should revise its priorities for admission to EOP so that they are similar to its general enrollment and admission priorities, as provided in Section 66202 of the Education Code. The primary goal of EOP should be to increase the number of low-income and educationally disadvantaged students who receive baccalaureate degrees. The achievement of this objective will be promoted by giving priority for admission to EOP to those low-income and educationally disadvantaged students who have already completed two years of collegiate study at a Community College. This change in priority will also better guarantee that successful EOPS students are not lost in the transfer process. This recommendation can be implemented either by expanding funding for the State University's EOP to serve these additional students or by improved working relationships between EOPS and EOP campus directors to better serve potential transfer students, as specified below.

2. Community College EOPS campus directors and their State University EOP counterparts should develop formal working agreements to better serve all low-income and educationally disadvantaged first-time freshmen who are EOP eligible but who cannot be admitted to EOP because of limited campus resources. These agreements should specify that these students will receive comprehensive academic counseling about course and transfer requirements, including the appropriate Community College courses to complete and the grade-point average to achieve so that they can be admitted to the State University after one or more years of Community College study. Assurance should also be provided to these students that their academic success in Community College will guarantee their eligibility for EOP, if the student is still in need of these services.

3. Commission staff, in cooperation with staff from the systemwide offices of the California State University and the California Community Colleges, should review alternative methods to use incentives in allocating funds to the various campuses.

4. The Commission requests a follow-up report to be completed prior to November 1986 about the extent to which the 12 recommendations of the Task Force and these three Commission recommendations have been implemented and the transfer process for EOPS students has improved.

6. The Postsecondary Education Commission, 1985

On March 4, 1985, the Postsecondary Education Commission adopted its report, *Reaffirming California's Commitment to Transfer*, containing 24 recommendations aimed at aiding student transfer from California's Community Colleges to its public universities. In that report, the Commission recognized the "significant efforts by the University and State University to improve the high school preparation and increase the eligibility for freshman admission of disadvantaged students," but it stated that "the need for effective Community College transfer remains great, and, in fact, is even more urgent than in 1960" (1985a, p. 8). Because so many of the Commission's recommendations in that report aim at increasing the transfer opportunities of low-income and ethnic minority students, all 24 recommendations are reproduced here:

RECOMMENDATION 1: The California Community Colleges should work with their feeder high schools to encourage students to obtain better preparation for college and to improve articulation of their respective courses and programs in the basic skills and academic subjects as one means of increasing high school graduates' readiness to undertake college-level work when they first enroll in college.

RECOMMENDATION 2: In light of increased subject-matter preparation required of freshman applicants to the University and the State University, the Board of Governors of the Community Colleges, in consultation with their Academic Senate, should develop a statement of recommended high school preparation for students expecting to enroll in a Community College that would include core preparation for students planning to enroll in transfer programs.

RECOMMENDATION 3: The Community Colleges, the State University, and the University should continue work on developing assessment procedures related to the Academic Senates' statements of basic skill competencies to be expected of high school graduates going to college, and the University and the State University should evaluate admissions criteria to relate them more directly to these needed competencies.

RECOMMENDATION 4: The Chancellor's Office of the California Community Colleges should survey the Community Colleges to determine the degree of implementation in Fall 1984 of assessment, identification of transfer students, counseling services related to placement, and follow-up as a necessary step toward full funding of the implementation of these services.

RECOMMENDATION 5: The Legislature should enact provisions into statute with appropriate funding for assessing Community College students' needs and capabilities, assisting them in clarifying their goals, and monitoring their progress in achieving them. The Governor should approve such legislation as essential to helping Community College students increase their chances for success in the various courses of study. In addition to encouraging the provision of the services in Recommendation 4 by providing additional funds, the State should require accountability for their implementation.

RECOMMENDATION 6: The Community College Chancellor's Office and the Board of Governors, working with the Academic Senate, should develop guidelines for the involvement of faculty in identifying, encouraging, and advising transfer students, using their special insights into their own academic discipline and their students' ability to handle course work in the discipline.

RECOMMENDATION 7: The University and the State University should establish clear procedures for Community College students who intend to transfer to make up deficiencies in the new high school subject-matter requirements for freshman admission that will go into effect in the late 1980s. Community Colleges, in cooperation with the University and the State University, should evaluate high school transcripts of potential transfer students in order to help them make up any subject-matter and skill deficiencies as quickly and efficiently as possible.

RECOMMENDATION 8: Now and in any future action the Legislature may take to change the basis on which Community Colleges are funded, it should recognize the cost of offering comprehensive, high-quality transfer programs and insure that each district has the financial resources to do so.

RECOMMENDATION 9: The Chancellor's Office of the Community Colleges should use its course-classification system data base to find out (1) what kinds of courses are awarded baccalaureate-degree credit by the University and the State University and (2) subject areas where there is significant variation among the Community Colleges in the kinds of courses being certified as a first step in achieving greater consistency among the colleges in the nature of the courses they certify for transfer.

RECOMMENDATION 10: The University and the State University, with the help of the Community Colleges, should revise their annual performance reports to the Community Colleges so as to include comparable information as far as possible about numbers of students and the quality of the performance of different types of students, including those who (1) were and were not eligible for freshman admission when they graduated from high school and (2) do and do not persist to the bachelor's degree after transfer.

RECOMMENDATION 11: The University and the State University, in consultation with the Community Colleges and the Commission, should design and execute a longitudinal study of Community College transfer students to obtain information about their lower-division course work and its applicability to various baccalaureate-degree requirements, student choices of campus and major, academic performance before and after transfer, persistence to the degree, and related matters pertaining to the question of how well the colleges are preparing students for transfer. Segmental representatives will be convened by the Commission to implement this recommendation.

RECOMMENDATION 12: Local Community College boards should make an annual assessment of their institutions' transfer function, including the quality and availability of transfer course offerings, problems encountered by their students in being admitted to four-year institutions or programs or in having courses accepted to satisfy baccalaureate-degree requirements, and the persistence and performance of their students after transfer.

RECOMMENDATION 13: Regional accrediting procedures for Community Colleges should continue to insure specific attention to the transfer function, with standards relating to the quality and availability of transfer course offerings and services and the performance of transfer students.

RECOMMENDATION 14: The computer-based transfer student planning system developed at the Irvine campus of the University in cooperation with Los Angeles Harbor College should be evaluated in terms of its effectiveness as a supplement to individual counseling about transfer and, if found to be effective, expanded to other campuses.

RECOMMENDATION 15: Statewide efforts to improve transfer information should build on regional campus-to-campus efforts to improve transfer information and services for the large majority of students who want to transfer to the closest University or State University campus.

RECOMMENDATION 16: Selected Community Colleges in pilot projects should designate a particular location on campus where information about transfer and other kinds of services for students interested in transfer to a four-year institution are available. In order to insure the success of these efforts, the Commission recommends that the following six principles be followed:

1. Primary responsibility for organizing and coordinating services to potential transfer students should rest with the Community Colleges themselves;
2. All information on transfer, including housing and financial aid, should be available in one physical location on each campus;
3. The State should provide additional resources for pilot projects to implement these centralized transfer services on several campuses;
4. The projects should involve University of California and California State University staff who provide on-the-spot transcript evaluations, financial aid analyses, and answers to questions about their respective campuses;
5. Each pilot project to enhance transfer information should be coordinated by its college with its efforts to assess and monitor the progress of all its students; and
6. A thorough and independent evaluation should be required of the projects after a reasonable period of time.

RECOMMENDATION 17: The California Articulation Number System should be implemented by the University, the State University, and the Community Colleges with special State funding for this purpose.

RECOMMENDATION 18: The University and the State University should make clear to the Community Colleges how they are currently implementing the intent of the Legislature with respect to priorities in enrolling undergraduate students. They should state clearly how and under what circumstances enrollment alternatives are offered to qualified applicants to impacted programs and campuses.

RECOMMENDATION 19: In dealing with impacted programs and campuses, the University and the State University, in cooperation with the Community College, should also develop an "early warning" system to advise transfer students about the likelihood of being admitted to the campus and program of their choice and to assist those not likely to be admitted in making alternative plans to achieve their educational goals.

RECOMMENDATION 20: Options offered freshman applicants to the University and the State University who cannot be admitted to the campus to which they apply because of enrollment limitations should include doing their lower-division work in a Community College with assurance of priority in being admitted at the junior level upon satisfactory completion of lower-division requirements.

RECOMMENDATION 21: With the assistance of selected Community Colleges, the Chancellor's Office of the Community Colleges should work with the University and the State University to develop a plan for reporting to them on a regular basis the number of Community College students planning to transfer, including (1) the number preparing for each campus and impacted major, and (2) their progress in completing lower-division transfer requirements.

RECOMMENDATION 22: The University and the State University, in consultation with the Community Colleges, should each conduct a study to find out what happens to Community College students who apply for advanced standing admission, including (1) how many apply, (2) what proportion of the applicants meet eligibility requirements, (3) how many are offered admission to the campus to which they first apply, (4) how many are offered redirection to another campus or program, and (5) the extent to which students accept redirection. The study should also examine the extent of loss of time and credit experienced by students who accept redirection, and should pay particular attention to hardships experienced by low-income and other disadvantaged students who are redirected, including financial aid and housing problems.

RECOMMENDATION 23: The Community Colleges and the State University should review articulation agreements in occupational fields in which both associate-degree and baccalaureate-degree programs are offered, in order to assess whether significant problems exist with respect to the placement of courses required for the major at both the lower- and upper-division levels.

RECOMMENDATION 24: The State University should continue to provide access to traditional baccalaureate-degree programs for Community College transfer students with occupational majors while looking at new approaches to help such students complete baccalaureate-degree requirements.

7. The Achievement Council, 1984

Finally, in late 1984, the Planning Committee for The Achievement Council issued a report, *Excellence for Whom?*, prepared by Patricia R. Brown and Kati Haycock. That report contains 18 recommendations for improving achievement among low-income and minority students in California's schools and colleges. The following six are of particular importance (Brown and Haycock, pp. 36-39):

1. **Improved Accountability:** Although increasing attention is being devoted to improving educational accountability, we are seriously concerned about the narrowness of the success criteria recently developed by both federal and state education officials. Especially critical, in our view, is the absence of any language on the responsibilities of our educators and educational institutions to poor and minority students: rather than being encouraged to broaden the characteristics of students included in the move upward, schools are left to generate increases in the easiest possible ways. We recommend the development of a more balanced system of accountability, centering on a set of indicators chosen to stimulate improvement in all aspects of the curriculum and among all kinds of students. We also recommend that the chief executive officers of our educational systems report annually on their efforts to improve achievement among minority and low-income students.

2. **The K-12 Curriculum:** We recommend that the K-12 curriculum be carefully rethought with an eye toward elimination of educationally unnecessary branching points and channels, and adoption of practices to assure that, where students must be differentiated, this is accomplished in ways that minimize the effects of social background.

- At the elementary level, the curriculum should be oriented toward ensuring that all children develop sound literacy skills by the end of grade six. Student mastery of those skills should be assessed frequently, with individualized assistance prescribed and provided routinely.
- Beginning in grade seven and extending at least through grade ten, all students in California should be exposed to the same, academically rigorous core curriculum. Student progress should be assessed regularly and appropriate assistance provided.
- At those points at which students must be separated, schools should be conscious of the possible effects of any sorting process on poor and minority students and take such action as may be necessary to reduce those effects.

3. **Teacher and Administrator Training:** Teachers and administrators frequently report that they feel unprepared, either by background or training, to respond effectively to the educational needs of poor and minority students. However, while this much is agreed to, little attention has yet been directed toward answering the question, "What do we want our teachers and administrators to know (and do) about these population groups?" To answer this important question, we recommend that a group of experts be convened -- including teachers and administrators from predominantly minority schools, representatives from schools of education, and recognized experts on learning strategies, the effects of teacher expectations, and intercultural differences in responses to school opportunities -- to design one or more curricular modules for inclusion in teacher and administrator training programs and

to develop a series of in-service training programs on this subject. . . .

5. Children with Linguistic Limitations: Given the demographics of California, it seems inescapable that the subject of educating children with linguistic difficulties is important now and will become more so in the future. A review of current practice does not, however, leave us satisfied, much less give us any confidence that California will be able to meet the challenge ahead. We believe that much of the present problem results from a lack of attention to and agreement on the goals for bilingual and other linguistic support programs. For only in the context of agreement on a set of goals can available educational strategies be compared and selected. We recommend that California begin immediately to re-examine its strategies for assisting students with linguistic problems, starting with a broad-based discussion of the appropriate goals for these efforts and a thorough review of student need, then proceeding through a careful evaluation of available techniques for reaching these goals.

6. Counseling: Minority students frequently report that their intellectual abilities were consistently underrated by counselors – that they went on to higher education in spite of, rather than because of, the counselor. For this reason, it would be easy to look with glee on the current trend in many school districts to reduce or eliminate counseling staffs. To do so, however, would be to ignore how very complicated our system of postsecondary opportunities has become and to deny the importance of affecting the process by which students are informed of and programmed into (or out of) those opportunities. Though the state has recently recognized the need in this area by incorporating additional counseling resources into the SB 813 reform package, we are concerned that by focusing on grade 10, this provision will merely reinforce existing college-going patterns. If, on the other hand, additional resources were provided in grades 7-9 – the period during which the curriculum begins to branch – there would be a greater opportunity to change current patterns. Moreover, we believe that the entire training process for counselors should be reexamined, as should the ways in which schools program students into different curricular paths. Counselors should be trained to maximize academic opportunities for their students; they and their schools should be evaluated on their success in doing so.

7. Mid-Range Achievers: We think that state, district, and school-level policy makers – including teachers and counselors – should devote greater attention to this group, developing specific strategies to increase the number of poor and minority students reaching the top achievement quartile. Included among the possible strategies are automatic programming of students into college preparatory courses, providing information on the relationship between particular courses and future opportunities, making adequate tutorial assistance available, developing incentives for students to take advanced coursework without risk, and creating an atmosphere of high expectations.

FOUR

Areas for Action

TO achieve the Legislature's goals in Assembly Concurrent Resolution 83 regarding increased representation of low-income and ethnic minority students among high school, community college, and four-year college graduates, the following objectives and steps warrant implementation.

Junior and senior high schools

The best junior and senior high school education for college-preparatory students is the best education for all students -- an education that develops their higher order reasoning skills and their knowledge so that they can successfully pursue either a college-level education or a career immediately after high school graduation -- an education gained under conditions that foster continued learning, from teachers who expect the best from all students, and in an environment that allows all students to view a college degree and a wide range of career opportunities as real possibilities for them rather than as idle fantasies.

The present system of ability grouping in California's junior high schools and curricular tracking in its senior high schools is the greatest educational barrier to the achievement of this quality of education: it leads not only to low rates of university eligibility among low-income and most ethnic minority students, but high attrition rates from high school tracks that students consider second and third rate. Unless these are changed, the Legislature's goals as expressed in Assembly Concurrent Resolution 83 will remain impossible to achieve.

OBJECTIVE 1: Enrollment of all secondary school students in a core curriculum that develops the knowledge and skills they need to function in society or view college or university attendance as a viable option.

To this end, all California high schools should offer a single core curriculum that provides for the development of the competencies in foreign language, history, social science, science and visual and performing art as established in the model curriculum standards adopted by the California Board of Education and those in English and mathematics listed below, which were developed by the College Board in its "Project Educational EQuality" and outlined in the "Statement on Competencies in English and Mathematics Expected of Entering Freshmen" of the academic senates of California's public colleges and universities.

ENGLISH

Writing Skills

1. The ability to generate ideas about which to write;

2. The ability to formulate a single statement that clearly expresses the central idea of one's essay;

3. The ability to construct a paragraph that develops and supports the paragraph's main idea with examples or reasons;

4. The ability to organize paragraphs into a logical sequence so that the central idea of the essay is developed to a logical conclusion;

5. The ability to use varied sentence structures and types effectively in order to indicate the meaning, relationship, and the importance of ideas;

6. The ability to write sentences with precise and appropriate words, to distinguish between literal and figurative use of language, and to avoid inappropriate jargon and cliche;

7. The ability to vary one's choice of words and sentences for different audiences and purposes;

8. The ability to present one's own ideas as related to, but clearly distinguished from, the ideas of others, which includes the ability to use documentation and avoid plagiarism;

9. The ability to support one's opinions and conclusions, including the appropriate use of evidence;

10. The ability to use dictionaries and other reference materials for the purpose of checking words and facts used in one's writing; and

11. The ability to proofread one's essay for errors and omissions of both form and substance, to revise and restructure where ideas are poorly organized or where evidence is lacking, to correct the draft for errors in capitalization, spelling, and punctuation, and to produce a finished paper

relatively free of sentence fragments, comma splices, agreement errors, and improper pronoun references.

Reading Skills

1. The ability to identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas in one's own words.

2. The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally.

3. The ability to separate one's personal opinions and assumptions from a writer's.

4. The ability to vary one's reading speed and methods (survey, skim, review, question, and master) according to the type of material and one's purpose for reading.

5. The ability to use the features of books and other reference materials, such as table of contents, preface, introduction, titles and sub-titles, index, glossary, appendix, and bibliography.

6. The ability to define unfamiliar words by decoding, using contextual clues, or by using a dictionary.

MATHEMATICS

Arithmetic skills to be introduced and developed before the study of algebra is begun

1. Computation with whole numbers, fractions, and decimals;

2. Understanding the meaning of fractions, decimals, and percent and their relationship to one another;

3. Translation of situations and verbal problems into mathematical statements

4. Facility in rounding, approximation, and numerical estimation; appreciation of reasonableness of numerical answers

5. Understanding and use of basic arithmetic properties

6. Use and interpretation of graphs and tables

7. Computation with positive integral exponents and square roots of perfect squares

8. Computation of perimeters, areas, and volumes of simple geometric figures

Algebra I

1. Arithmetic operations and absolute values of positive and negative rational numbers

2. Arithmetic operations with literal symbols

3. Linear equations and their graphs

4. Inequalities

5. Ratio, proportion, and variation

6. Operations with integer exponents

7. Operations with polynomials and rational expressions

8. Systems of linear equations with two unknowns; solutions and applications

9. Special products and factoring

10. Solution of quadratic equations by factoring and formula

11. Solution of elementary word problems

12. Application of formulas for perimeters, areas, and volumes of simple geometric figures

Geometry

1. Extensive reinforcement of the algebraic skills developed in Algebra I

2. Basic postulates of Euclidean geometry; proofs of geometric theorems

3. Angles, parallel lines, congruent and similar triangles, rectilinear figures, circles and arcs, Pythagorean theorem

4. Application of formulas for perimeters, areas, volumes, and surface areas of geometric figures

5. Geometric constructions; loci

6. Coordinate geometry; proofs of geometric theorems by coordinate geometry methods

7. Right triangle trigonometry

8. Solution of elementary word problems

9. Intuitive spatial geometry

Algebra II

1. Simplification of algebraic expressions

2. Fractional exponents and radicals

3. Absolute value and inequalities

4. Operations on polynomials

5. Quadratic equations; completion of the square, quadratic formula, properties of roots

6. Complex numbers

7. Quadratic inequalities

8. Graphing linear and quadratic functions and inequalities, determination and interpretation of slopes

9. Solutions of equations with rational expressions

10. Systems of linear equations with two and three unknowns: homogeneous, dependent, and inconsistent systems

11. Polynomial equations

12. Binomial theorem

13. Arithmetic and geometric sequences and series

14. Exponential and logarithmic functions and equations

15. The function concept, including compositions and inverse functions; arithmetic operations on functions

16. Solution of word problems, including estimation and approximation

Advanced Courses in Mathematics

Trigonometry (one semester)

1. Trigonometric functions as ratios of lengths of sides of triangles and as circular functions
2. Graphical characteristics of trigonometric functions
3. Solution of right triangles
4. Radian and degree measure
5. Trigonometric identities, including double angle, half angle, and addition formulas
6. Laws of sines and cosines; solution of oblique triangles
7. Reinforcement of function concept: exponential, logarithmic, and trigonometric functions
8. Inverse trigonometric functions and their graphs
9. Solution of trigonometric equations
10. Polar coordinates and vectors
11. Trigonometric form of complex numbers and de Moivre's theorem

Analytic Geometry and Mathematical Analysis (one semester)

1. Coordinate geometry, including detailed treatment of conic sections
2. Rational functions and their graphs
3. Elementary functions and their inverses, including graphs of these functions
4. Review of polar coordinates and vectors
5. Graphing in polar coordinates
6. Introduction to linear algebra
7. Mathematical induction
8. Parametric equations and their graphs
9. Lines and planes in space; three-dimensional coordinate geometry
10. Introduction to vectors in space

OBJECTIVE 2: Involvement of all students beginning in kindergarten in a learning process that (1) teaches them how to learn, (2) expects them to learn, and (3) builds their self-confidence and esteem in their ability to learn, in order to successfully complete the revised high school curriculum.

Existing categorical and general school funds should be refocused to this end, as follows:

- To prepare students in kindergarten through eighth grade for success in the high school curriculum;
- To provide academic support for those students who need additional assistance for success; and
- To coordinate existing supplementary services and undertake new services of postsecondary institutions that are targeted at low-income and underrepresented ethnic minority students in the schools.

OBJECTIVE 3: Representation of low-income and currently underrepresented minority students in existing college-preparatory programs equal to their proportion of students generally.

To this end, school districts should establish college-preparatory course enrollment targets based on the Legislature's numerical goals of Assembly Concurrent Resolution 83 for increasing the eligibility rate of low-income and underrepresented minority students. They should be assisted by local postsecondary institutions in providing academic support services, college counseling, college admissions information, and financial aid information and assistance. And they should report annual college-preparatory class enrollment data by ethnicity and family-income level to the State Department of Education, the Office of the President of the University of California, the Office of the Chancellor of the California State University, and the California Postsecondary Education Commission.

OBJECTIVE 4: Access for all high school students to advanced classes in intermediate algebra, trigonometry, calculus, natural sciences, third-year foreign language, and a full range of college-preparatory services.

To this end, all public secondary schools should make available by one means or another a full range of advanced classes and college-preparatory services to students considering college attendance, and local postsecondary institutions should assist them as needed in providing these offerings.

OBJECTIVE 5: Provision of counseling and advising at key transition points in all students' schooling, to help them understand their postsecondary and career options.

To this end, counseling and advising during junior and senior high school should include (1) educational and career planning; (2) assessment of students' basic skills, interests, and educational goals; (3) identification of their academic and social needs; (4) coordination of their educational experiences; and (5) information for parents on their childrens' educational process.

In addition, all sixth-grade students and their parents should be introduced to college as a future option for the students and to what will be expected of them during junior and senior high school to make college a realistic option for them. And by the end of the eighth grade, all students should have a written assessment of their basic skills and educational and career plans that allows them to develop education plans through high school and establish individual academic support plans based on their diagnosed strengths and weaknesses. These student plans should include written information related to their college and career plans, college admission requirements, and financial aid opportunities and should be reviewed annually and signed by the parent.

OBJECTIVE 6: In-service training opportunities for school faculty and staff, to help them offer the academic preparation required by the improved curriculum and increase students' self-esteem.

This effort deserves the assistance of postsecondary faculty and staff, and it will require additional faculty and staff time and thus must be included in institutional planning and budgeting.

OBJECTIVE 7: Because of the inadequacy of available data on high school attrition rates, collection of data on the characteristics of secondary school students on a statewide basis and development of a statewide secondary school retention program, based on its findings.

To this end, the State Department of Education, working with local school districts, should develop a comprehensive data system on secondary school students, including data on ethnicity and family-income levels. Based on these data, a retention program should be organized, dealing with such issues as teenage pregnancy, students' need to work, and parental involvement in the schools.

OBJECTIVE 8: Improvement of secondary school effectiveness through the accreditation process.

To this end, each high school should compare its existing curriculum as part of its self-study to the "Statement on Competencies in English and Mathematics Expected of Entering Freshmen" adopted by the academic senates of California's three public segments of higher education and the model curriculum standards adopted by the State Board of Education.

The Western Association of Schools and Colleges should include, as part of its external review of high schools, an evaluation of the availability and adequacy of student counseling and advising and the use of skill assessment in career and educational planning.

Community Colleges

The California Community Colleges are presently undergoing a fundamental review of their mission, financing, curricula, student services, and governance that offers them the opportunity for an explicit commitment to the educational goals of equity and excellence incorporated in Assembly Concurrent Resolution 83.

The Board of Governors has recently completed major policy studies of matriculation, remediation, associate degree applicable courses, differential funding, and its evaluative role in comparison to that of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. During 1985-86, it will complete three more studies: reviews of a possible statewide information system, of current and needed student services, and of a new comprehensive planning system.

Seven activities of the Board and Community College districts will enable them to fulfill the goals of ACR 83:

OBJECTIVE 1: Adoption as a statewide priority by the Board of Governors and

the Community Colleges of attaining the quantitative goals for vocational and transfer program completion stated in Assembly Concurrent Resolution 83.

To this end, the Board should require all Community College districts to adopt these goals and incorporate them into their planning, and it should hold districts accountable for results through the "minimum standards" procedure.

OBJECTIVE 2: Greater attention by the Board of Governors to the adequacy and quality of statewide student information.

To this end, the Board should require each district to collect annually data of student ethnicity and general family-income level of credit students, certificate and degree recipients, and student transfers. It should also require each district to annually produce a student outcome report that compares results with goals, by student ethnicity and family income level.

OBJECTIVE 3: Assistance by the Board of Governors to districts in increasing the number of underrepresented and low-income students who complete vocational and transfer programs.

To this end, based on its 1985-86 study of student services, the Board should devise a plan that: (1) recommends to districts which services should receive priority in funding; (2) results in a written educational plan for each credit student based upon academic assessments and interviews; (3) incorporates guidelines for coordination of general and supplemental services, such as admissions, counseling, advising, Equal Opportunity Programs and Services (EOPS), and vocational education funding; and (4) is appropriately integrated with the district's comprehensive planning and accountability procedures.

In addition, all Community Colleges should assure that all their students have access to an academic advising system that assists them in clarifying their educational and career goals, monitors their academic progress, refers them to academic support services as needed, and helps them explore and expand their educational and career options.

All academic and student support staff should have in-service training in (1) improving student self-esteem, (2) improving retention strategies, (3) using assessment data in academic advising and career planning, and (4) using student outcome data in improving support program effectiveness.

All Community Colleges should provide comprehensive tutorial programs and involve faculty in selecting and training tutors.

OBJECTIVE 4: Assurance by the Board of Governors and Community College districts that all Community College students have access to transfer courses designed to meet the lower-division baccalaureate degree requirements of California's public universities.

To this end, Community College faculty, working with their University of California and California State University counterparts, should review and assess current transfer offerings. Where needed and requested, University and State University faculty members should assist Community College faculty in strengthening transfer courses.

OBJECTIVE 5: Enhancement by Community College districts of the college preparation of entering students.

To this end, local Community College district boards of trustees should establish and annually review each college's outreach procedures that encourage high school students to enroll in college preparatory classes prior to enrolling in the college. These boards should also assure that each college annually reports to each sending high school facts about the first-semester academic performance of its students.

OBJECTIVE 6: Assurance by Community College districts that all students are aware of transfer requirements and procedures.

To this end, local boards of trustees should assure that each college establishes comprehensive articulation agreements with local four-year institutions that provide students with clear information about the transfer requirements of those institutions.

OBJECTIVE 7: Assistance by Community Colleges in assuring continued academic and financial support for transfer students who need such support.

To this end, the Educational Opportunity Program and Services staff at each college should establish and maintain formal ties with special program staff at nearby four-year institutions in order to assure the continuity of academic and financial aid for EOPS students who transfer to those institutions.

OBJECTIVE 8: Improvement of Community College services through the accreditation process.

To this end, the Western Association of Schools and Colleges should include, as part of its Community College accreditation process, increased review of the effectiveness of (1) the campus transfer function, (2) student assessment procedures, (3) counseling and advisement procedures, and (4) academic and student support programs.

Public four-year colleges and universities

To achieve the Legislature's goals for baccalaureate attainment among low-income and underrepresented ethnic minority students will require that California's two public universities not only improve the effectiveness of their own student academic and support programs but also assist nearby school districts and Community College districts in improving the effectiveness of junior and senior high schools and Community Colleges.

OBJECTIVE 1: Enhancement of the academic performance and retention of low-income and underrepresented ethnic minority students to the level of other students by increasing faculty and staff involvement in education.

To this end, two recommendations of all those offered by the Study Group on the Conditions of Excellence in American Higher Education, sponsored by the National Institute of Education, are particularly relevant (1984, pp. 25, 31):

> 1. College administrators should reallocate faculty and other institutional resources toward increased service to first- and second-year undergraduate students.
>
> 4. All colleges should offer a systematic program of guidance and advisement that involves students from matriculation through graduation. Student affairs personnel, peer counselors, faculty, and administrators should *all* participate in this system on a continuing basis.

First- and second-year students should thus have an opportunity to interact with faculty and staff in small study groups, seminars, and research projects. Each student should be assigned an academic advisor who, through ongoing contact, assists the student in developing and achieving his or her educational goals and career plans. Each campus should assure that its academic tutoring program for students needing academic assistance involves the faculty in proving supplemental instruction while requiring that students assume greater responsibility for their learning. And all academic and student support staff should have in-service training in (1) improving student self-esteem, (2) improving student retention and achievement, (3) using student assessment data in academic advising and career planning, and (4) using student outcome data in assessing and improving academic and support programs.

OBJECTIVE 2: Greater effectiveness of student academic and support programs by expanded internal evaluation of these programs.

To this end, each campus should collect and report annually data on student academic performance, persistence, and graduation rates by ethnicity and general family income level as well as previous institution attended. Each campus should then use these data in on-going reviews and improvements of both degree programs and support services. And the systemwide offices of the two universities should make annual reports to their governing boards on changes in student performance and related degree program and support service changes.

OBJECTIVE 3: Greater effectiveness of secondary schools through improved teacher preparation.

Teacher preparation programs should include experiences that help prospective teachers gain insight into specific strengths and weaknesses that low-income and underrepresented ethnic minority students bring to the learning process. They should expose prospective teachers to different modes of teaching in order to accommodate the different learning styles of diverse students. The clinical experience of student teachers should include opportunities for them to work with low-income and ethnic minority students as a way of increasing their insight into the academic strengths and weaknesses of these students, and to tutor and lead student study groups as a way of becoming more involved in the learning process.

In addition, teacher preparation programs should expand their existing effort to recruit outstanding low-income and minority undergraduates into the teaching profession.

OBJECTIVE 4: Increased intersegmental cooperation to improve the effectiveness of junior and senior high schools in low-income and high ethnic minority school districts.

To improve the effectiveness of junior and senior high schools serving large numbers of low-income and underrepresented ethnic minority students will require a collaborative effort on the part of these districts and local postsecondary institutions. This effort should be viewed as a joining together of educational peers to change the way in which schools educate students in order to increase their capacity to prepare low-income and underrepresented ethnic minority students for college and university success.

To enable schools to reach this goal will require that assistance be provided in improving the curriculum, instruction, school management, student motivation and self-esteem, counseling and advising, school-site coordination of postsecondary outreach services, and parent involvement.

Because of the complexity of this process, it should not be assumed that school districts or local postsecondary institutions will have, in-house, the necessary experience required to effect long-term changes in student preparation.

The following are procedural suggestions of steps to begin the collaborative process of school changes:

1. Working cooperatively with local school district officials, each campus of California's two universities should select several high schools and their feeder junior high schools with large low-income and underrepresented ethnic minority students for particular collaboration.

2. With the assistance of experienced school change agencies, such as the ACCESS/Cooperative College Preparatory Program at the University of California, Berkeley, or The Achievement Council in Oakland, each campus should assist school and district officials in making a thorough analysis of the curriculum; instruction, including grading, testing, and homework assignments; textbooks; school management; current use of categorical funds; student participation in college-preparatory classes; student morale and self-image; counseling and advising practices; current postsecondary education outreach services; parental involvement in the school; and available resources from the community, local businesses, postsecondary education institutions, and the State Department of Education.

3. Data from these analyses should be used as a base line for future evaluations.

4. Each campus and its affiliated schools should cooperatively develop master plans for school change that include: specific goals and timelines; formative and summative evaluation procedures; projections of additional resources needed; eventual expansion of the process to additional schools in the region; and the eventual phase-out of campus involvement except for outreach services common to all schools.

OBJECTIVE 5: Improved academic potential of low-income and underrepresented minority students.

Working cooperatively, the campuses of the University and State University should expand their outreach services, including academic tutoring and counseling, to all public junior and senior high schools in the State. Each of them should provide summer bridge programs for low-income and underrepresented ethnic minority students to ease the transition of these students from high school to college. Each of them should provide orientation programs for freshmen and transfer students. And they should work with Community Colleges to (1) strengthen the quality of lower-division transfer classes, (2) strengthen the transfer function, and (3) increase the cooperation between programs serving low-income and underrepresented ethnic minority students.

OBJECTIVE 6: Greater secondary school effectiveness through greater university involvement in the accreditation process.

To this end, the external review of schools by teams from the Western Association of Schools and Colleges should include representatives of all three postsecondary education segments. As secondary schools address deficiencies identified during the accreditation process, they should be able to call upon postsecondary institutions as a resource, as needed.

OBJECTIVE 7: Improved university services to students through the accreditation process.

The Western Association of Schools and Colleges should include, as part of its university accreditation process, a review of the adequacy of (1) resources allocated to the support of first- and second-year undergraduate students, (2) advisement and guidance programs for undergraduate students, and (3) campus and systemwide evaluations of the effectiveness of academic and student support programs.

RESOLUTION CHAPTER 68

Assembly Concurrent Resolution No. 83 --
Relative to postsecondary education.

(Filed with Secretary of State July 6, 1984.)

LEGISLATIVE COUNSEL'S DIGEST

ACR 83, Chacon. Postsecondary education: low-income and underrepresented ethnic minority students.

This measure would request the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, and the Superintendent of Public Instruction to cooperatively adopt a plan and, based on the plan, make recommendations for specific actions that will strengthen the college preparation of low-income and underrepresented ethnic minority students in junior and senior high school so that eligibility for, and enrollment in, postsecondary education institutions will more adequately reflect the number of these students.

This measure would request that this plan be submitted to the Legislature by July 1, 1985, and would request that the plan and its recommendations perform certain functions in furthering the achievement of the goals of this measure, including an annual progress evaluation.

WHEREAS, The Legislature recognizes that the ethnic composition of California society is becoming increasingly heterogeneous; and

WHEREAS, It is the intent of the Legislature that all people, regardless of their previous educational background, should have the opportunity to proceed as far as their abilities allow them to in the completion of high-quality programs at the elementary, secondary, postsecondary, and graduate levels; and

WHEREAS, The Legislature recognizes that unless increased numbers of ethnic minority and low-income people are educated at California colleges and universities to be prepared to fill highly skilled jobs, California will be unable to increase the supply of teachers from underrepresented groups and will have considerable difficulty meeting the challenges of future economic and technological growth, and

WHEREAS, The Legislature recognizes that equal educational opportunities for ethnic minority and low-income people will help enhance the education of all students and prepare them for life in a culturally and linguistically pluralistic society, both at home and abroad; and

WHEREAS, The Legislature recognizes that efforts to expand equal educational opportunities for individuals from underrepresented groups should not lessen the admissions requirements or academic standards at public institutions of higher education; and

WHEREAS, The Legislature recognizes that expanding educational opportunities for all people is a shared responsibility of educational institutions on all levels, requiring the cooperative efforts of these institutions, as well as comprehensive institutional efforts coordinating all existing school and campus resources; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, and the State Superintendent of Public Instruction, working through a task force chaired by the Director of the California Postsecondary Education Commission, are hereby requested to cooperatively adopt a plan that will systematically review and assess all existing public and private educational institution programs and on the basis of that assessment make specific recommendations for action that will do the following:

(1) Significantly strengthen the college preparation of low-income and underrepresented ethnic minority students in junior and senior high schools so that, by 1990, the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges is at least equal to or greater than the income and ethnic composition of secondary school graduates generally.

(2) Sufficiently strengthen and reorganize the necessary academic and support services so that, by 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities is at least equal to the income and ethnic composition of secondary school graduates in 1990; and be it further

Resolved, That this resolution is particularly concerned with individuals from economic, ethnic, or racial backgrounds who have been historically underrepresented in postsecondary education; and be it further

Resolved, That this plan and its recommendations for action do the following:

(1) Emphasize shared responsibility for cooperative, coordinated efforts by the secondary, postsecondary, and graduate institutions.

(2) Identify priorities for action and the institutions responsible, as well as the resources required for implementing these actions.

(3) Involve comprehensive institutional efforts coordinating all existing school and campus resources to meet the educational needs of all students.

(4) Coordinate these strategies with efforts to implement the "Statement on Competencies in English and Mathematics Expected of Entering Freshmen" prepared by the statewide senates of the three postsecondary education segments.

(5) Include a mechanism to evaluate annually progress by each of the segments to the achievement of the goals identified above; and be it further

Resolved, That the Chief Clerk of the Assembly transmit a copy of this resolution to the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, the Superintendent of Public Instruction, and the Director of California Postsecondary Education Commission.

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